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ABSTRACT

This report presents the findings of the first comprehensive follow-up study of former College of Alameda (COA) students. Objectives of the study were to establish a demographic data base on students who first enrolled in the Fall Quarter of 1970 and in the Fall Quarter of 1971, to identify their educational objectives at time of entry, to obtain student evaluation of the college's instructional and support services, and to determine what happened to students after they left the college. Questionnaires were mailed to 2,765 randomly selected members (25%) of the study populations. Response rates were 17.49% and 15.92% respectively for the 1970 and 1971 subgroups. Results indicated that, at time of enrollment, a "typical" student was a full-time day student, a caucasian male between 16 and 18 years of age, single, not a veteran, with a high school diploma or GED, and no previous college work. Almost half of the respondents originally planned to transfer to a four-year college, one-third enrolled to take courses for enjoyment, and only 13.8% and 16.2% respectively intended to complete a vocational-technical program. One-third of the respondents stated they did not meet their objective. At least 60% of the 1970 and 1971 enrollees withdrew at some point prior to completing their objective, although one-third later re-enrolled. Several recommendations based on the study findings are made, and the survey instrument and student comments are appended. (JDS)

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**COLLEGE
OF
ALAMEDA**
A PERALTA COLLEGE

● **STUDENT
FOLLOW-UP
STUDY**
**FIRST-TIME
STUDENTS**
Fall-1970
Fall-1971

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COLLEGE OF ALAMEDA
STUDENT FOLLOW-UP STUDY:

FIRST-TIME STUDENTS

FALL 1970

FALL 1971

by

Linda L. Medsker

Project Director

College of Alameda
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May 1976

TABLE OF CONTENTS

Acknowledgements	1
I Introduction	2
II Objectives	2
III Methodology	3
IV Key to Tables	6
V Results	7
VI General Conclusions and Recommendations	32
VII References	34
Appendix A	35
Appendix B	38
Appendix C	40
Appendix D	63

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Gratefully,
Linda Medsker

I. INTRODUCTION

If the College of Alameda is to remain responsive to the needs of its students in terms of review and development of curriculum, instructional processes, and support services, it is imperative to acquire knowledge of the characteristics and educational objectives of former as well as currently enrolled students, and to identify the differences between them.

In the 1973 report entitled "Recommendations for Accreditation," the campus visitation team of the Western Regional Accreditation Association for Schools and Colleges indicated that the College of Alameda should establish procedures for follow-up research of former students. The 1974 COPES visitation team made recommendations of a similar nature.

The following report represents the culmination of the first comprehensive follow-up study of former College of Alameda students. The study was designed to answer three major questions which were later translated into specific research objectives:

1. What were the general characteristics of the students who enrolled in the Fall Quarter of 1970 and the Fall Quarter, 1971?
2. What were the educational and/or career objectives of these students?
3. What role did the College of Alameda play in assisting students to attain their objectives?

Students who first enrolled at the College in the Fall Quarters of 1970 and 1971 were selected as the target populations primarily because they should have had ample time to complete their objectives at the College of Alameda and have become employed and/or transferred to a four-year college or university.

Funding for this project was originally provided by a grant from the Faculty Generated Projects fund at the College of Alameda. However, as the project increased in scope and expenses increased proportionately, additional funds were provided by the Office of Community Services at the College.

II. OBJECTIVES

At this writing, the College of Alameda has been in operation for five complete academic years. If the College is to respond to the needs of its students, it becomes increasingly important to determine the nature of the student population, to identify student objectives at time of enrollment, and to acquire knowledge of what former students are doing once they have left the college, whether it be employment and/or transfer to a four-year institution. This study, designed to acquire such information at the College of Alameda, had as its primary objectives the following:

1. To establish a demographic data base on students attending the college;
2. To identify student educational objectives at the time of entry to the college;
3. To provide student evaluation of the college's instructional program and support services;
4. To determine what happens to former students once they have left the college.

III. METHODOLOGY

Instrumentation

The 1970-71 Student Follow-Up Questionnaire (Appendix D) requested self-responses of the student in four major areas: demographic information; goals and objectives upon entering the College of Alameda; evaluation of instruction relevant to employment or transfer; evaluation of support services. The questionnaire was structured to facilitate the majority of student response information into a keypunch format. A few questions were open ended, requiring a subjective response. The questionnaire was designed so the recipient could fold, seal, and return it with the postage prepaid. (NOTE: The terms "new enrollees," "enrollees," "students," and "new students" are used interchangeably throughout the report. All of these terms refer to the respondents surveyed in the questionnaire).

Study Population

The population was defined to be all students who had enrolled for the first time at College of Alameda in the Fall Quarter of 1970 or in the Fall Quarter of 1971. Two distinct groups of students were therefore being studied. Of the 4,598 1970 new enrollees and the 3,625 1971 new enrollees, questionnaires were mailed to a random selection of 25% of each group.

Data Collection

Originally, questionnaires were mailed to 1149 randomly selected students who enrolled for the first time at the College of Alameda in the Fall Quarter of 1970, and questionnaires were mailed to 906 randomly selected students who enrolled for the first time in the Fall Quarter of 1971.

Beginning one week after the original mailing, new questionnaires were mailed to randomly selected students from the above two groups to replace, on a one-to-one basis, questionnaires that were being returned as non-deliverable. This procedure was terminated at the end of one month's time after a total of 929 replacements had been mailed. By indicating on the master control lists the questionnaires which had been returned completed by the recipient as well as those which had been returned non-deliverable, it was possible to identify those individuals who were assumed to have received a questionnaire but had failed to respond. This group of nonrespondents became a target group for a phone call campaign. Approximately 20% of the nonrespondents were reached by telephone over a three week period of time.

Percentage of Returns

Questionnaires were sent to a total of 1572 students who enrolled in the Fall Quarter of 1970 and 1193 students who enrolled in the Fall Quarter of 1971. The percentages of respondents, non-respondents and non-deliverables are as follows (Table 1):

Table 1. Total Number and Percentages of Respondents, Non-Respondents and Non-Deliverables of 1970-71 Student Follow-Up Project Questionnaires.

	1970		1971	
	No.	%	No.	%
Total questionnaires mailed	1572	----	1193	----
Total questionnaires assumed received	1010	(64.24)	826	(69.23)
Respondents (of those assumed to have received the questionnaire)	275	(27.22)	190	(23.00)
Respondents (of total mailed)	275	(17.49)	190	(15.92)
Non-Deliverable	562	(35.75)	367	(30.76)
Non-Respondents (including non-deliverable)	837	(53.24)	557	(46.68)
Non-Respondents (of those assumed to have received the questionnaire)	735	(72.77)	636	(76.99)

Information Requirements

The objectives of the 1970-71 Student Follow-Up Project required that information be gathered in the following areas:

For all students:

1. Individual student demographic data
2. Student goals upon entering College of Alameda
3. Student evaluation of instruction and support services at College of Alameda
4. Student use and evaluation of Community Services sponsored programs and activities at College of Alameda

For transfer students:

1. Current status at the transfer institution
2. Type and location of transfer institution
3. Relationship of student's College of Alameda program and his/her transfer college program
4. Satisfaction with preparation for college transfer work
5. Academic performance at transfer institution

For students who are or who have been employed:

1. Location of employment and type of work involved
2. How job was located
3. Relationship of College of Alameda program to job

Research Questions

From this collected information it was hoped that these specific questions could be addressed:

1. What were the characteristics of former College of Alameda students in terms of age, sex, ethnic background, marital status, level of education, level of parents education, location, level of parents education, location of high school, reason for attending College of Alameda, day vs. evening and part vs. full-time attendance, number of credits earned, length of attendance, and over all grade point average?
2. What were the enrollees' initial educational objectives and intentions upon entering College of Alameda? Were these intentions carried to fruition? If not, what were the reasons for failure to attain original objectives?
3. What were former students' perceptions of and attitudes toward instruction and support services at College of Alameda?
4. Which students transferred and to which institution did they transfer? What was their status after they transferred? What difficulties, if any, did they experience after transferring?
5. What were the students' employment histories after leaving College of Alameda? What role did the college play in assisting students to locate a job?

Sampling Bias

Two bias "check" questions, age and ethnic background, were included in the questionnaire. Total population percentages were already known for each of these questions. The response rate on age (data on ethnic background was not available) for the 1970 group fell within allowable limits of percentage differential (less than 5%) so it can be reasonably assumed (odds are 19-1) that the sample is unbiased, at least as far as age is concerned. For the 1971 group, the response rate of 23% was slightly less than the necessary 25% needed to determine sampling bias. However, the 23% response rate on age and ethnic background falls easily within allowable limits of percentage differential (less than 5.5%). We can assume there may be some sampling bias in the data regarding sex because a higher percentage of females than males are represented in the responses.

Data Processing

Data processing of the questionnaires yielded two basic categories of information. The first category consisted of overall results, including percentages, for each survey item on the questionnaire. This report deals only with the first category of information, i.e. overall results. The computer printout of the overall results has been translated into a series of Tables which are located throughout the text of this report. (See p. 6 for Key to Tables).

The second category of information consisted of relationships between several of the survey items. For example, the relationship between age and the reason for withdrawing from the College. As was anticipated, the relationship category yielded preponderous amounts of information. The relationship information, still in its data processing format but supplied with titles and headings, is available in the College of Alameda library. A complete list of the relationships may be found in Appendix A.

The data from each questionnaire were keypunched into cards, and the cards were used to create a file of questionnaire records (one record per questionnaire) in the disk storage of a Data-point 2200 computer. The disk records were stored in sequence by questionnaire control number, which meant, for all practical purposes, that they were stored in random sequence within sampling year (1970 or 1971).

Three different methods were used to obtain data from the questionnaire records.

1. For single-character response positions such as sex, race, and parental level of education, the disk records were read sequentially by a program containing a 13-entry table (one entry for each punching position plus one entry for blanks). One response position was processed at a time. The program tallied the responses for the column under consideration in the table. At the end of the records for each sample year, the program printed the count for each response and its percentage of the total responses.
2. For relationships between two single-character response positions (sex vs. race, age group, etc.), a program containing a 100-entry table was used for tallying. The program read the records sequentially and tallied each combination of responses (for example, if the "horizontal" response was 2 and the "vertical" response was 8, table entry 28 was incremented). Records in which either response position was blank were ignored. At the end of the records for each sample year, the program printed the contents of the table in the form of a 10-by-10 matrix. In addition to the counts, a "percentage of total items in row" was printed for each count.
3. For each multiple-character field (high school attended, major field, etc.) the records were sorted into sequence according to the data field for each sample year and tabulated. Again, blank fields (no response) were ignored. Along with the counts, percentages of the total number of responses were printed.

IV. KEY TO TABLES

T	= Total number of questionnaires returned
1970	T = 275
1971	T = 190
R	= Responses to the question
P	= Response <u>Percentage</u> of total questionnaires returned
	Example: Table 2. Age
	1970 (R = 272 = number of individuals who responded to question item as a whole)
	(P = 98.9% = $R \div T$)
N	= Number of responses to each sub-item of the question
TN	= Total N for each sub-item (factor)
R%	= Percentage of R
TN%	= Percentage of TN for each sub-item (factor)

V. RESULTS

RESEARCH QUESTION NUMBER 1.

WHAT WERE THE CHARACTERISTICS OF 1970 AND 1971 NEW ENROLLEES IN TERMS OF AGE, SEX, ETHNIC BACKGROUND, MARITAL STATUS, LEVEL OF PRIOR EDUCATION, AND LEVEL OF PARENTS' EDUCATION?

A statistically "typical" student who enrolled in 1970 and 1971 would be as follows: He would be a caucasian male, between sixteen and eighteen years of age, single, not a veteran, would have a high school diploma or GED, would have completed no previous college work and would be a full-time day student.

Closer examination of the data reveals some interesting differences in the demographic characteristics of the two groups. With regard to age, 19.6 percent of the 1970 enrollees were over age 30, an increase of 7.7 percent from the previous year. A continuation of this trend may have important implications for curriculum development. (Table 2).

In 1970, 52.5 percent of the new enrollees who responded to the survey were male, and 47.4 percent were female. In 1971 the percentage of male enrollees who responded dropped to 37.6 percent while the percentage of female enrollees who responded increased to 62.3 percent (Table 3).

Table 2. Age at Time of Enrollment

Age	(R = 272)		(R = 189)	
	1970 (P = 98.9)		1971 (P = 99.4)	
	N	(R%)	N	(R%)
16-18	94	(34.5)	64	(33.8)
19-21	61	(22.4)	34	(17.9)
22-24	22	(11.7)	21	(11.1)
25-27	15	(5.5)	12	(6.3)
28-30	16	(5.8)	6	(3.1)
31-35	15	(5.5)	12	(6.3)
36-40	13	(4.7)	11	(5.8)
41-45	8	(2.9)	12	(6.3)
46-50	8	(2.9)	10	(5.2)
50+	10	(3.6)	7	(3.7)

Table 3. Sex of Respondents

Sex	(R = 272)		(R = 186)	
	1970 (P = 98.9)		1971 (P = 97.8)	
	N	(R%)	N	(R%)
Male	143	(52.5)	70	(37.6)
Female	129	(47.4)	116	(62.3)

The percentage of minority students increased slightly in 1971. Non-caucasian enrollees, including American Indian, Black, Chicano, Oriental, and "Other" constituted 32.4 percent of the 1970 population. In 1970, Black students represented the single largest minority group (16.5 percent of the total population) as they did again in 1971 (20.4 percent of the total population). (Table 4).

Table 4. Primary Racial or Ethnic Background

Background	(R = 272)		(R = 186)	
	1970 (P = 98.9)		1971 (P = 97.8)	
	N	(R%)	N	(R%)
American Indian/Native American	4	(1.4)	2	(1.0)
Black/Afro American	45	(16.5)	38	(20.4)
Chicano/Latin American	3	(2.9)	5	(2.6)
Oriental/Asian American	22	(8.0)	14	(7.5)
White/Caucasian	183	(67.2)	119	(63.9)
Other	10	(3.6)	8	(4.3)

As might be expected from the relatively young age of the majority of enrollees, 65.4 percent of the 1970 group and 62.7 percent of the 1971 group were single. Married students comprised 28 percent of the 1970 new enrollees and 31.3 percent of the 1971 group. The remaining students (1970 = 6.4 percent; 1971 = 5.8 percent) were divorced, separated, or widowed. (Table 5).

Table 5. Marital Status

Status	(R = 275)		(R = 188)	
	1970 (P = 100)		1971 (P = 98.9)	
	N	(R%)	N	(R%)
Single	180	(65.4)	118	(62.7)
Married	77	(28.0)	59	(31.3)
Divorced or Separated	17	(6.1)	10	(5.3)
Widowed	1	(.3)	1	(.5)

Only a small percentage of the 1970 and 1971 enrollees were veterans (1970 = 18.3 percent; 1971 = 15.3 percent). In comparison with an increase to 23.6 percent veterans during the 1975-76 school year, the need for extensive programs and services was less evident. (Table 6).

Table 6. Veterans

Status	(R = 273)		(R = 189)	
	1970 (P = 99.2)		1971 (P = 99.4)	
	N	(R%)	N	(R%)
Veterans	50	(18.3)	29	(15.3)
Non - Veterans	221	(80.9)	160	(84.6)

It is interesting to observe that although over 50 percent of the 1970 and 1971 new enrollees had obtained a high school diploma or GED, only 27.8 percent of the fathers of the 1970 enrollees and 34.7 percent of the mothers had completed high school or the equivalent. For whatever reasons, including increased opportunities, it appears that the 1970 enrollees had already surpassed their parents in educational attainments. It is also interesting to note that more mothers than fathers of 1970 enrollees had completed high school or the equivalent. The same pattern holds true for formal education obtain by parents of 1971 enrollees. (See Table 7 below, and Table 8 on following page).

Table 7. Highest Level of Education Prior to Enrolling at College of Alameda

Level of Education	(R = 271)		(R = 189)	
	1970 (P = 98.5)		1971 (P = 99.4)	
	N	(R%)	N	(R%)
Elementary school	1	(.3)	1	(.5)
Some high school	7	(2.5)	9	(4.7)
High school diploma or GED	143	(52.7)	95	(50.2)
Post-secondary except college	10	(3.6)	10	(5.2)
Less than one year college	57	(21.0)	32	(16.9)
Two or three years college	37	(13.6)	26	(13.7)
BA/BS degree	7	(2.5)	5	(2.6)
Some graduate school	6	(2.2)	7	(3.7)
Graduate degree	3	(1.1)	4	(2.1)

Table 8. Highest Level of Formal Education Obtained by Parents and Spouse

LEVEL OF EDUCATION	FATHER		(R = 178)	
	(R = 266)		1971 (P = 93.6)	
	1970 (P = 93.6)			
	N	(R%)	N	(R%)
Elementary school	56	(21.0)	30	(16.8)
Some high school	39	(14.6)	27	(15.1)
High school diploma/GED	74	(27.8)	45	(25.2)
Post-secondary except college	14	(5.2)	11	(6.1)
Some college	34	(12.7)	25	(14.0)
BA/BS degree	25	(9.3)	18	(10.1)
Some graduate school	2	(.7)	3	(1.6)
Graduate degree	12	(4.5)	14	(7.8)
Don't know	10	(3.7)	5	(2.8)
Does not apply	-	-	-	-

LEVEL OF EDUCATION	MOTHER		(R = 180)	
	(R = 269)		1971 (P = 94.7)	
	1970 (P = 95.2)			
	N	(R%)	N	(R%)
Elementary school	39	(14.8)	27	(15.0)
Some high school	42	(16.0)	22	(12.2)
High school diploma/GED	91	(34.7)	55	(30.5)
Post-secondary except college	22	(8.3)	21	(11.6)
Some college	33	(12.5)	23	(12.7)
BA/BS degree	17	(6.4)	13	(7.2)
Some graduate school	4	(1.5)	7	(3.8)
Graduate degree	6	(2.2)	7	(3.8)
Don't know	8	(3.0)	5	(2.7)
Does not apply	-	-	-	-

LEVEL OF EDUCATION	SPOUSE		(R = 101)	
	(R = 148)		1971 (P = 53.1)	
	1970 (P = 53.8)			
	N	(R%)	N	(R%)
Elementary school	1	(.6)	2	(1.9)
Some high school	11	(7.4)	3	(8.9)
High school diploma/GED	30	(20.2)	11	(10.8)
Post-secondary except college	7	(4.7)	3	(2.9)
Some college	36	(24.3)	17	(16.8)
BA/BS degree	6	(4.0)	8	(7.9)
Some graduate school	1	(.6)	3	(2.9)
Graduate degree	2	(1.3)	15	(14.8)
Don't know	0	(.0)	0	(.0)
Does not apply	54	(36.4)	33	(32.6)

The preceding demographic characteristics of the 1970 and 1971 enrollees provides the background for research question number 2. Additional characteristics are presented in Tables 9, 10 and 11.

Table 9. Attendance at Other Colleges Prior to Enrolling at College of Alameda

Institution Attended	1970		1971	
	R	(P)	R	(P)
No previous college work	118	(42.9)	89	(46.8)
Laney College	54	(19.6)	15	(7.8)
Merritt College	29	(10.5)	16	(8.4)
Laney and Merritt Colleges	13	(4.7)	3	(1.5)
Another Calif. community college	21	(7.6)	19	(10.0)
Community college another state	2	(.7)	1	(.5)
Four-yr. institution in Calif.	20	(7.2)	26	(13.6)
Four-yr. institution another state	16	(5.8)	24	(12.6)

Table 10. Full vs. Part-Time Attendance

	(R = 271)		(R = 187)	
	1970 (P = 98.5)		1971 (P = 98.4)	
	N	(R%)	N	(R%)
Full Time	149	(54.9)	107	(57.2)
Part Time	122	(45.0)	80	(42.7)

Table 11. Day vs. Evening Attendance

	(R = 268)		(R = 188)	
	1970 (P = 97.4)		1971 (P = 98.9)	
	N	(R%)	N	(R%)
Day Students	202	(75.3)	144	(76.5)
Evening Students	66	(24.6)	44	(23.4)

RESEARCH QUESTION NUMBER 2.

WHY DID STUDENTS CHOOSE TO ATTEND THE COLLEGE OF ALAMEDA?
WHAT WERE THE ENROLLEES' INITIAL EDUCATIONAL OBJECTIVES AND
INTENTIONS? WERE THESE INTENTIONS CARRIED TO FRUITION? IF NOT,
WHAT WERE THE REASONS FOR FAILURE TO ATTAIN ORIGINAL OBJECTIVES?

* * * * *

Over 50 percent of the 1970 and 1971 enrollees who responded to this question indicated low cost and the proximity of the College to their residences as the two most important factors in their decision to attend COA. Three other factors also seemed to be important: 1) the vocational-technical programs offered at the college, 2) the academic subjects offered, and 3) the opportunity to work while attending. The least important factors appeared to be: 1) to avoid the draft, 2) availability of Veteran's benefits, and 3) whether or not best friends were planning to enroll. (See Table 12).

Table 12. Importance of Factors Influencing Decision to Attend College of Alameda

Note: Table shows percentages of students who responded to each individual factor, not to the entire question.

FACTORS	Very Important		Somewhat Important		Not Important	
	1970	1971	1970	1971	1970	1971
	N (TN%)	N (TN%)	N (TN%)	N (TN%)	N (TN%)	N (TN%)
Low Cost	131 (51.3)	89 (51.1)	70 (27.4)	46 (26.4)	54 (21.1)	39 (22.4)
Close to residence	131 (50.5)	95 (53.9)	94 (36.2)	55 (31.2)	34 (13.1)	26 (14.7)
Vocational/technical programs offered	70 (27.6)	61 (36.5)	52 (20.5)	29 (17.3)	131 (51.7)	77 (46.1)
Academic subjects offered	89 (35.8)	62 (38.5)	100 (40.3)	51 (31.6)	59 (23.7)	48 (29.8)
Veterans benefits available	30 (12.3)	19 (11.8)	12 (4.9)	7 (4.3)	200 (82.6)	134 (83.7)
Financial assistance available	26 (10.6)	13 (8.3)	24 (9.7)	11 (7.0)	195 (79.5)	131 (84.5)
To avoid the draft	10 (4.0)	4 (2.5)	16 (6.4)	2 (1.2)	222 (89.5)	102 (63.7)
Size of the College	24 (9.6)	21 (13.1)	72 (28.9)	37 (23.1)	153 (61.4)	91 (57.9)
Campus atmosphere	25 (14.0)	23 (14.6)	86 (34.5)	43 (27.3)	128 (51.4)	91 (57.9)
Best friends planning to enroll	10 (4.0)	4 (2.5)	31 (12.4)	26 (16.4)	208 (83.5)	128 (80.1)
Wasn't sure what I wanted to do	44 (17.8)	27 (16.6)	76 (30.8)	39 (24.0)	126 (51.2)	96 (59.2)
Opportunity to work while attending	96 (38.0)	42 (25.6)	61 (24.2)	32 (19.5)	95 (37.6)	90 (54.8)
To test my ability to do college work	66 (26.5)	32 (19.7)	74 (29.7)	50 (30.8)	109 (43.7)	80 (49.3)
Couldn't qualify for admission to a four year institution	34 (13.7)	16 (10.0)	35 (14.1)	20 (12.5)	178 (72.0)	123 (77.3)
Advice of a high school teacher or counselor	13 (5.3)	7 (4.4)	23 (9.4)	15 (9.4)	208 (85.2)	137 (86.1)
Other	20 (37.7)	20 (43.4)	3 (4.3)	2 (4.3)	30 (56.6)	24 (52.1)

Close to half (1970 = 51.4%; 1971 = 49.6%) of the students who enrolled eventually planned to transfer to a four-year institution. Of those students planning to transfer, nearly two-thirds also planned to obtain an AA or AS degree. Nearly one-third of new students enrolled primarily to take classes for enjoyment or which would assist them on the job. Only 13.8% of the 1970 enrollees and 16.2% of the 1971 enrollees identified their educational objectives as completion of an AA/AS Degree or Certificate of Completion in a vocational-technical program with no plans to transfer. The least popular educational objective appeared to be attainment of an AA/AS Degree in an academic area with no plans to transfer. No significant differences in intended educational objectives were apparent between the 1970 and 1971 groups of new students. (Table 13).

Table 13. Primary Educational Objective at Time of Enrollment

Primary Educational Objective	(R=268)		(R=185)	
	1970 (P=97.4)		1971 (P= 97.3)	
	N	(R%)	N	(R%)
Classes for enjoyment or to assist on the job; no particular degree in mind	82	(30.5)	60	(32.4)
AA/AS Degree, or Certificate of Completion in vocational technical program	37	(13.8)	30	(16.2)
AA/AS Degree in academic area; no plans to transfer to 4 year institution	11	(4.1)	3	(1.6)
AA/AS Degree and plan to transfer to 4 year institution	89	(33.2)	56	(30.2)
Transfer to 4 year institution without obtaining an AA/AS degree	49	(18.2)	36	(19.4)

When asked whether their original educational objectives had been met, over one-third of the 1970 and 1971 enrollees gave a negative response. (Table 14). In some instances it is probably relatively safe to assume that a student's educational objective changed, and that by definition his original objective had not been met. In other cases, however, an original educational objective was not met because the student withdrew from college. At least 60% of the 1970 and 1971 enrollees withdrew from the College at some point prior to achieving their educational objectives. Of those who withdrew, 92.4% of the 1970 students and 94.7% of the 1971 students indicated they withdrew without seeking counseling or other assistance. (Table 15). Of those students who withdrew, approximately one-third re-enrolled at the College at a later date. (Table 16).

Table 14. Achievement of Original Educational Objective

	(R=271)		(R=186)	
	1970 (P= 98.5)		1971 (P= 97.8)	
	N	(R%)	N	(R%)
Yes	170	(62.7)	119	(63.9)
No	101	(37.2)	67	(36.0)

Table 15. If You Withdrew, Did You Seek Counseling or Other Assistance Before You Left?

	(R = 159)		(R = 115)	
	1970	(P = 57.8)	1971	(P = 60.5)
	N	(R%)	N	(R%)
Yes	12	(7.5)	6	(5.2)
No	147	(92.4)	109	(94.7)

Table 16. Did You Later Re-enroll at the College?

	(R = 170)		(R = 119)	
	1970	(P = 61.8)	1971	(P = 62.6)
	N	(R%)	N	(R%)
Yes	54	(31.7)	40	(33.6)
No	116	(68.2)	79	(66.3)

A variety of factors appeared to influence the decision of students to withdraw from the College. (Table 17). Over one-third of the 1970 and 1971 enrollees indicated "Needed to work full time" as a very important factor influencing their respective decisions to withdraw. No other response choice, with the exception of "Other," received as many percentage points in the **Very Important** column. It can be pointed out that although "Needed to work full time" received the most percentage points (1970 = 36.4%; 1971 = 33.3%) in the **Very Important** column, it received even more points (1970 = 47.4%; 1971 = 55.5%) in the **Not Important** column. It appears that initially the most meaningful way to interpret Table 17 is to look at the responses in each vertical column separately, without comparing the other columns. (For example, in the **Very Important** column, "Needed to work full time" ranked first, "Overburdened by a combination of study and work" ranked second, etc.) Then study the **Somewhat Important** column to determine which items received the most responses.

Table 17. Factor Affecting Decision to Withdraw from College of Alameda

Note: Table shows number and percentages of students who responded to each individual factor, not to the entire question.

Factors	Very important		Somewhat Important		Not Important	
	1970	1971	1970	1971	1970	1971
	N (TN%)	N (TN%)	N (TN%)	N (TN%)	N (TN%)	N (TN%)
Needed to work full time . . .	50 (36.4)	30 (33.3)	22 (16.0)	10 (11.1)	65 (47.4)	50 (55.5)
Overburdened by combination of study and work	24 (17.3)	13 (14.6)	40 (28.9)	12 (13.4)	74 (53.6)	64 (71.9)
Poor grades	8 (5.8)	1 (1.2)	16 (11.7)	8 (9.7)	112 (82.3)	73 (89.0)
Classes wanted were closed . .	14 (10.5)	12 (14.2)	17 (12.7)	14 (16.6)	102 (76.5)	58 (69.0)
Needed special help in English	6 (4.4)	4 (4.8)	9 (6.7)	5 (6.0)	119 (88.8)	74 (89.1)
Needed special help in math . .	5 (3.6)	3 (3.6)	12 (8.7)	3 (3.6)	120 (87.5)	77 (92.7)
Poor study habits	5 (3.6)	5 (5.9)	29 (21.1)	14 (16.6)	95 (69.3)	65 (77.3)
Qualified for but couldn't get financial assistance . .	4 (2.9)	8 (9.7)	8 (5.8)	3 (3.6)	124 (91.1)	71 (86.5)
Don't qualify for financial assistance	3 (2.2)	4 (4.9)	6 (4.4)	2 (2.4)	126 (93.3)	75 (92.5)
Child care wasn't available . .	4 (2.9)	4 (4.9)	4 (2.9)	2 (2.4)	126 (94.0)	75 (92.5)
Family problems	15 (10.9)	6 (6.9)	16 (11.6)	12 (13.9)	106 (77.3)	68 (79.0)
Health problems	9 (6.5)	7 (8.0)	4 (2.8)	5 (5.7)	125 (90.5)	75 (86.2)
Social problems	7 (5.2)	2 (2.3)	10 (7.5)	7 (8.3)	116 (87.2)	75 (89.2)
Military re-location	13 (2.2)	2 (2.4)	1 (0.7)	2 (2.4)	130 (97.0)	79 (95.1)
Lost interest	14 (10.4)	10 (11.3)	31 (23.1)	11 (12.5)	89 (66.4)	67 (76.1)
Other	21 (48.8)	18 (50.0)	3 (6.9)	2 (5.5)	19 (44.1)	16 (44.4)

At the time they first enrolled, the 1970 students indicated their prospective majors as follows: 32.6% vocational/technical; 29.2% academic; 20.3% general; 17.6% undecided. The 1971 new enrollees seemed to reveal a slight shift in interest away from vocational/technical and general majors toward academic majors. (Table 18).

More than three-fourths of all respondents indicated they had not changed majors after first enrolling. (Table 19).

Table 18. Intended Major at Time of First Enrollment

	(R = 260)		(R = 171)	
	1970	(P = 94.5)	1971	(P = 90.0)
	N	(R%)	N	(R%)
Undecided	46	(17.6)	30	(17.5)
Vocational/Technical	85	(32.6)	53	(30.9)
Academic	76	(29.2)	59	(34.5)
General	53	(20.3)	29	(16.9)

Table 19. Did you change your major after you First Enrolled?

	(R = 260)		(R = 176)	
	1970 N	(P = 94.5) (R%)	1971 N	(P = 92.6) (R%)
Yes	60	(23.0)	34	(19.3)
No	200	(76.9)	142	(80.6)

Fewer than 8 percent of 1970 and 6 percent of 1971 new enrollees failed to complete their first quarter. Of the 1970 enrollees, 12.9% completed one year or more, 15.5% completed six quarters, and 41.4% completed two years (six quarters) or more. Almost 20% of the students completed eight or more quarters. There does not seem to be any significant differences between the attendance patterns of the 1970 and 1971 students in terms of the number of quarters they completed at the college, except that 21.1% of the 1971 enrollees (as opposed to 12.9% of the 1970 enrollees) completed three quarters at COA. It is important to note that 30% of the 1970 enrollees and 25% of the 1971 enrollees failed to complete one full year at the college. (Table 20).

Table 20. Number of Quarters Completed at College of Alameda

	(R = 184)		(R = 263)	
	1970 N	(P = 95.6) (R%)	1971 N	(P = 96.8) (R%)
Less than one	21	(7.9)	11	(5.9)
One	31	(11.7)	18	(9.7)
Two	28	(10.6)	18	(9.7)
Three	34	(12.9)	39	(21.1)
Four	24	(9.1)	17	(9.2)
Five	15	(5.7)	10	(5.4)
Six	41	(15.5)	25	(13.5)
Seven	17	(6.4)	9	(4.8)
Eight	16	(6.0)	15	(8.1)
Nine	11	(4.1)	3	(1.6)
Ten	9	(3.4)	7	(3.8)
More than Ten	16	(6.0)	12	(6.5)

RESEARCH QUESTION NUMBER 3:

WHAT WERE FORMER STUDENTS' PERCEPTIONS OF AND ATTITUDES TOWARD SUPPORT SERVICES AT COLLEGE OF ALAMEDA?

Although the vast majority of 1970 and 1971 enrollees indicated they were aware of a variety of support services (counseling, financial assistance, placement, tutoring, student activities), their use of these services was sporadic at best. (Tables 21 and 22).

Table 21. Were You Aware that the Following Services Were Available to You?

SERVICES	YES				NO			
	1970		1971		1970		1971	
	N	(TN%)	N	(TN%)	N	(TN%)	N	(TN%)
Counseling	253	(95.1)	175	(92.5)	13	(4.8)	14	(7.4)
Financial Aid	210	(79.2)	154	(82.7)	55	(20.7)	32	(17.2)
Placement	195	(73.8)	123	(66.8)	69	(26.1)	61	(33.1)
Tutoring	225	(85.2)	156	(82.9)	39	(14.7)	32	(17.0)
Student Activities	230	(87.4)	164	(87.7)	33	(12.5)	23	(12.2)

Table 22. Use of Student Services (Frequency)

Note: Table shows number and percentages of students who responded to each individual service, not to the entire question.

Services	Never		Only Once or Twice		Once or Twice Per Qtr.		Three or More Times per Qtr.	
	1970		1971		1970		1971	
	N (TN%)	N (TN%)	N (TN%)	N (TN%)	N (TN%)	N (TN%)	N (TN%)	N (TN%)
Counseling								
Academic advising	109 (42.2)	93 (50.5)	87 (33.7)	57 (30.9)	40 (15.5)	25 (13.5)	22 (8.5)	9 (4.8)
Personal	202 (84.5)	151 (87.2)	21 (8.7)	14 (8.0)	11 (4.6)	6 (3.4)	5 (2.0)	2 (1.1)
Career	179 (73.0)	131 (74.4)	42 (17.1)	29 (16.4)	15 (6.1)	13 (7.3)	9 (3.6)	3 (1.7)
Testing	212 (89.0)	158 (91.3)	20 (8.4)	12 (6.9)	3 (1.2)	2 (1.1)	3 (1.2)	1 (.5)
Financial Aid	112 (84.1)	154 (85.6)	23 (9.1)	16 (8.8)	6 (2.3)	7 (3.8)	11 (4.3)	4 (2.2)
Placement	221 (89.1)	166 (92.2)	17 (6.8)	10 (5.5)	4 (1.6)	3 (1.6)	6 (2.4)	1 (.5)
Tutoring	215 (84.9)	144 (78.2)	16 (6.3)	23 (12.5)	8 (3.1)	8 (4.3)	14 (5.5)	9 (4.8)

To illustrate, only 15.5% of the 1970 enrollees and 13.5% of the 1971 enrollees consulted a counselor for purposes of academic advising once or twice per quarter. Only 4.6% of the 1970 enrollees and 3.4% of 1971 enrollees sought a counselor's services once or twice per quarter for personal counseling. Frequency of use of other counselor services such as career counseling and testing is equally sporadic. Further research is indicated to determine if this pattern has changed since the college began requiring mandatory counseling for new students in the spring quarter of 1975.

Of the 1970 new enrollees, 84.1% indicated they had never used the services of the Office of Financial Aid, 89.1% had never used the services offered through the Placement Office, and 84.9% responded that they had never made use of the tutoring services. The 1971 new enrollees appeared to follow the same basic pattern of non-use, although there seemed to be a greater tendency to try the tutoring services at least once or twice.

Of the students who did make use of the services mentioned above, more than half of the 1970 and 1971 enrollees rated academic advising, personal counseling, and career counseling as "good", with 37.5% of the 1970 enrollees and 56.5% of the 1971 enrollees rating testing services as good. Fewer than 20% of the 1970 students rated the quality of academic advising, personal counseling, and career counseling as "Poor," with 22.5% of the 1970 students and 8.6% of the 1971 students rating testing services as "Poor." In general, the 1971 students seemed to more satisfied with the counseling services they received than did the 1970 students.

Conversely, the 1971 students seemed to be less satisfied with the financial aid and placement services than were the 1970 students.

Tutoring services were rated as "Good" by 42.8% of the 1970 students and 56.1% of the 1971 students. They were rated as "Poor" by 16.3% of the 1970 enrollees and 6.9% of the 1971 enrollees. (Table 23).

Regarding use of the college library, 17.4% of the 1970 enrollees and 13.6% of the 1971 enrollees never went into the library. Of the student who did make use of the library facilities, the four most frequent activities involved using the library as a place to study, use of reference books, to check out books, and to read library books related to classes. (Table 24). Please note that these categories of usage are not mutually exclusive.

Table 23. Student Rating: Quality of Student Services

Note: Table shows number and percentages of students who responded to each individual service, not to the entire question.

SERVICES	GOOD		FAIR		POOR	
	1970 N (TN%)	1971 N (TN%)	1970 N (TN%)	1971 N (TN%)	1970 N (TN%)	1971 N (TN%)
Counseling						
Academic Advising	70 (49.2)	56 (60.8)	44 (30.9)	20 (21.7)	28 (19.7)	16 (17.3)
Personal	28 (56.0)	18 (56.2)	13 (26.0)	9 (28.1)	9 (18.0)	5 (15.6)
Career	34 (50.0)	27 (58.6)	21 (30.8)	14 (30.4)	13 (19.1)	5 (10.8)
Testing	15 (37.5)	13 (56.5)	16 (40.0)	8 (34.7)	9 (22.5)	2 (8.6)
Financial Aid	28 (52.8)	13 (36.1)	12 (22.6)	15 (41.6)	13 (24.5)	8 (22.2)
Placement	18 (42.8)	7 (31.8)	13 (30.9)	13 (59.0)	11 (26.1)	2 (9.0)
Tutoring	21 (42.8)	25 (52.1)	20 (40.8)	15 (34.8)	8 (16.3)	3 (6.9)

Table 24. Student Use of College Library. (Frequency)

Note: Table shows number and percentages of students who responded to specific library functions, not to the entire question.

FUNCTION	Never		Occasionally		Frequently	
	1970	1971	1970	1971	1970	1971
	N (TN%)	N (TN%)	N (TN%)	N (TN%)	N (TN%)	N (TN%)
As a place to study	28 (18.9)	22 (20.9)	66 (44.5)	43 (40.9)	54 (36.4)	40 (38.0)
Checked out books	40 (26.1)	18 (17.6)	64 (46.7)	57 (55.8)	33 (24.0)	27 (26.4)
Checked out magazines	107 (79.2)	64 (65.9)	20 (14.8)	27 (27.8)	8 (5.9)	6 (6.1)
Used reference books	35 (24.3)	18 (17.1)	70 (48.6)	60 (57.1)	39 (27.0)	27 (25.7)
Used periodical indexes	53 (36.9)	44 (44.0)	61 (44.8)	42 (42.0)	22 (16.1)	14 (14.0)
Read daily newspapers	91 (67.9)	67 (67.6)	29 (21.6)	20 (20.2)	14 (10.4)	12 (12.1)
Used reserve books	70 (52.2)	47 (47.0)	51 (38.0)	42 (42.0)	13 (9.7)	11 (11.0)
Checked out paperbacks	100 (74.6)	73 (73.7)	27 (20.1)	20 (20.2)	7 (5.2)	6 (6.0)
Consulted librarians for information	35 (39.8)	40 (39.6)	62 (44.9)	48 (47.5)	21 (15.2)	13 (12.8)
Read library books related to classes	39 (28.4)	28 (26.9)	65 (47.4)	52 (50.0)	33 (24.0)	24 (23.0)
Read library books for personal pleasure	70 (52.2)	47 (48.4)	49 (36.5)	34 (35.0)	15 (11.1)	16 (16.4)
Never went into library	48 (17.4)	26 (13.6)	- -	- -	- -	- -

Most students seemed to have a favorable impression of the College admissions and records procedures. They felt registration went smoothly, that the staff was friendly and helpful, and that procedures for obtaining or sending a transcript were efficient. (Table 25).

Table 25. Student Impressions of Admissions and Records Procedures

	1970		1971	
	N	(P)	N	(P)
Registration went smoothly with few hassles	159	(57.8)	110	(57.8)
Registration was a hassle	32	(11.6)	18	(9.4)
Staff was friendly and helpful	127	(46.1)	74	(38.9)
Staff members didn't seem to care	24	(8.7)	17	(8.9)
Procedure for obtaining or sending transcripts was efficient	86	(31.2)	57	(30.0)
Procedure for obtaining or sending transcripts was inefficient	21	(7.6)	20	(10.5)
Comments	28	(10.1)	16	(8.4)

Over 85% of the 1970 and 1971 enrollees never participated in student government, joined clubs or organizations, or participated on college-wide committees. (Table 26).

Table 26. Participation in Campus Activities (Frequency)

ACTIVITIES	<u>NOT AT ALL</u>		<u>SOME</u>		<u>EXTENSIVELY</u>	
	<u>1970</u>	<u>1971</u>	<u>1970</u>	<u>1971</u>	<u>1970</u>	<u>1971</u>
	N (TN%)	N (TN%)	N (TN%)	N (TN%)	N (TN%)	N (TN%)
Student Government	251 (95.0)	179 (96.7)	9 (3.4)	5 (2.7)	4 (1.5)	1 (.5)
Clubs/Organizations	221 (85.0)	160 (86.4)	32 (12.3)	22 (11.8)	7 (2.6)	3 (1.6)
College-wide Committees	245 (94.9)	182 (87.8)	7 (2.7)	4 (2.1)	6 (2.3)	0 (.0)

RESEARCH QUESTION NUMBER 4:

WHAT WAS THE DISTRIBUTION OF AA/AS DEGREES AND CERTIFICATES OF COMPLETION? WHICH STUDENTS TRANSFERRED TO FOUR YEAR INSTITUTIONS, AND TO WHICH INSTITUTION DID THEY TRANSFER? WHAT WAS THE STATUS OF STUDENTS AFTER TRANSFERRING RELATIVE TO CLASS LEVEL, NUMBER OF UNITS IN WHICH THEY ENROLLED, AND GRADE POINT AVERAGE? WHAT DIFFICULTIES, IF ANY, DID STUDENTS EXPERIENCE AFTER TRANSFERRING?

HOW DID OCCUPATIONAL STUDENTS PERCEIVE THE QUALITY OF THE PROGRAM IN WHICH THEY HAD BEEN ENROLLED? DID OCCUPATIONAL STUDENTS FIND EMPLOYMENT RELATED TO THEIR RESPECTIVE MAJORS AT COLLEGE OF ALAMEDA? WHAT ROLE DID THE COLLEGE PLAY IN ASSISTING OCCUPATIONAL STUDENTS TO LOCATE EMPLOYMENT?

Of the students who first enrolled in 1970, 23.5% eventually received an AA degree, 4.8% received an AS degree, 7.1% received a Certificate of Completion, and 64.4% received no degree or certificate from the College. Slightly fewer 1971 than 1970 enrollees received an AA degree (1970 = 23.5%; 1971 = 19.5%) but more received an AS degree (1970 = 4.8%; 1971 = 8.1%). (Table 27).

Table 27. Students Who Received an A.A./A.S. Degree or Certificate of Completion

Type of Degree, or Certificate	(R = 267)		(R = 184)	
	1970	(P = 97.0)	1971	(P = 96.8)
	N	(R%)	N	(R%)
A.A. Degree	63	(23.5)	36	(19.5)
A.S. Degree	13	(4.8)	15	(8.1)
Certificate of Completion	19	(7.1)	9	(4.8)
No Degree	172	(64.4)	124	(67.3)

Distribution of degrees is as follows (Table 28):

Table 28. Majors in which AA/AS Degrees or Certificates of Completion were Received

MAJOR	(R = 100)		(P = 66)	
	1970 (P = 36.36)		1971 (P = 34.73)	
	N	(R%)	N	(R%)
Aircraft Flight Operations and Pilot	—	—	1	1.5
Aircraft Power Plant	7	7.0	1	1.5
Airframe Mechanics	—	—	1	1.5
Auto Body & Fender Repair	1	1.0	1	1.5
Auto Mechanics	6	6.0	3	4.5
Business Equipment Technology	2	3.0	1	1.5
Data Processing	1	1.0	2	3.0
Dental Assisting	5	5.0	6	9.1
Diesel Mechanics	1	1.0	—	—
Fashion Arts	6	6.0	1	1.5
Medical Assisting	4	4.0	7	10.6
Office Education	5	5.0	2	3.0
Upholstery	2	2.0	1	1.5
All others:				
Accounting	1	1.0	—	—
Biology/Chemistry	1	1.0	1	1.5
Business	6	6.0	7	10.6
Drama	1	1.0	—	—
Electrical Mechanics	1	1.0	—	—
Electronics	1	1.0	—	—
English	1	1.0	3	4.5
Ethnic Studies	1	1.0	—	—
Fine Arts	3	3.0	1	1.5
Fire Science	1	1.0	—	—
General Education	11	11.0	4	6.0
History	—	—	1	1.5
Language Arts	2	2.0	1	1.5
Liberal Arts	1	1.0	1	1.5
Math/Science	1	1.0	1	1.5
Music	1	1.0	—	—
Natural Science	1	1.0	—	—
Nursing	1	1.0	6	9.1
Physical Science	—	—	1	1.5
Police Science	1	1.0	—	—
Political Science	1	1.0	—	—
Pre-Med	—	—	1	1.5
Psychology	4	4.0	3	4.5
Social Sciences	17	17.0	6	9.1
Sociology	—	—	1	1.5
Did Not Specify	2	2.0	1	1.5

Of the students who indicated they were *vocational-technical* majors (1970 = 51.6%; 1971 = 56.3%), approximately 25 percent transferred to a four-year institution. These students in actuality represent 12.6% and 14.1% respectively of the total number of 1970 and 1971 respondents. (Table 29).

Table 29. Vocational — Technical Majors: Number Who Transferred to a Four-Year Institution

	(R = 142)		(R = 107)	
	1970	(P = 51.6)	1971	(P = 56.3)
	N	(R%)	N	(R%)
Transferred	35	(24.6)	27	(25.2)
Did Not Transfer	107	(75.3)	80	(74.7)

Of the students who indicated they had *academic* majors (1970 = 32%; 1971 = 29.4%), over 95% of each group transferred to a four-year institution. The students with academic majors who transferred represent 30% and 28% respectively of the total number of 1970 and 1971 respondents. (Table 30).

Table 30. Academic Majors: Number Who Transferred to a Four-Year Institution

	(R = 88)		(R = 56)	
	1970	(P = 32.0)	1971	(P = 29.4)
	N	(R%)	N	(R%)
Transferred	84	(95.4)	54	(96.4)
Did Not Transfer	4	(4.5)	2	(3.5)

Of the students who responded to questions seeking their status after transfer, approximately 75 percent transferred as juniors. A few (1970 = 20.4%; 1971 = 14.2%) transferred as sophomores, and fewer still (1970 = 4.5%; 1971 = 12.5%) transferred as freshmen. (Table 31).

Table 31. Academic Year at time of Transfer

	(R = 88)		(R = 56)	
	1970	(P = 32.0)	1971	(P = 29.4)
	N	(R%)	N	(R%)
Freshman	4	(4.5)	7	(12.5)
Sophomore	18	(20.4)	8	(14.2)
Junior	66	(75.0)	41	(73.2)

Four-year institutions to which student transferred were (Table 32):

Table 32. Four-year Colleges or Universities to which Students Transferred

INSTITUTION	(R = 55) 1970 (P = 31.2)		(R = 56) 1971 (P = 29.4)	
	N	(R%)	N	(R%)
Calif. State University, Chico	3	3.5	1	1.8
California State University, Fresno	—	—	1	1.8
Calif. State University, Hayward	35	40.7	10	17.8
Calif. State University, Los Angeles	1	1.2	—	—
Calif. State University, San Diego	1	1.2	—	—
Calif. State University, San Francisco	7	8.1	15	26.7
Calif. State University, San Jose	5	5.8	5	7.1
Calif. State University, Sonoma	1	1.2	—	—
University of California, Berkeley	24	27.9	14	25.0
University of California, Davis	1	1.2	1	1.8
University of California, Los Angeles	—	—	1	1.8
Golden Gate University	—	—	1	1.8
Holy Names College	1	1.2	1	1.8
Mills College	1	1.2	1	1.8
University of the Pacific	—	—	1	1.8
Other Calif. Colleges or Universities	4	4.6	3	5.3
Out-of-State Colleges or Universities	2	2.3	2	3.6

Over 65% of the students who transferred enrolled as full-time students during their first quarter or semester at a four-year institution. (Table 33). Approximately 75% of transfer students indicated their grade point average either remained the same or dropped after their first term at the college to which they transferred. (Table 34).

Table 33. Number of Units in which Enrolled During First Quarter or Semester After Transfer

	(R = 90) 1970 (P = 32.7)		(R = 54) 1971 (P = 28.4)	
	N	(R%)	N	(R%)
Fewer than 9 Qtr. or 9 Sem. Units	8	(8.8)	6	(11.1)
9-12 Qtr. or 6-12 Sem. Units	21	(23.3)	12	(22.2)
More than 12 Qtr. or 9 Sem. Units	61	(67.7)	36	(66.6)

Table 34. Comparison of Grade Point Average After Transfer with Grade Point Average at College of Alameda

Status of GPA first Qtr. or Sem. after Transfer	(R = 87) 1970 (P = 31.6)		(R = 55) 1971 (P = 28.9)	
	N	(R%)	N	(R%)
Rose	18	(20.6)	15	(27.2)
Remained the Same	32	(36.7)	20	(36.3)
Dropped	37	(42.5)	20	(36.3)

Most transfer students (1970 = 67.4%; 1971 = 71.6%) stated they did not have to take any lower division prerequisites for their major which had not been offered at the College of Alameda. (Table 35).

Table 35. Transfer Students: After Transfer, Did You Have to Take any Lower Division Prerequisites for Your Major that Had Not Been Offered at College of Alameda?

	(R = 69)		(R = 53)	
	1970	(P = 32.3)	1971	(P = 27.8)
	N	(R%)	N	(R%)
Yes	29	(32.5)	15	(28.3)
No	60	(67.4)	38	(71.6)

When asked to respond subjectively to how the College might better have prepared them to transfer, many students stated that a wider range of classes, more difficult classes, and better academic advising would have been helpful. Many other students were satisfied with the preparation they had received prior to transferring to a four-year college or university. (For a compilation of the responses refer to Appendix B).

At the time of this survey (Winter Quarter, 1975) 34.8% of the 1970 enrollees who had transferred and 23.2% of the 1971 enrollees who had transferred had obtained a BA or BS degree. At least half (1970 = 50.5%; 1971 = 67.8%) of the transfer students were still pursuing their studies. 14.6% of the 1970 transfer students and 8.9% of the 1971 students had withdrawn from the four-year institution to which they had transferred. (Table 36).

Table 36. Transfer Students: Have you Obtained your B.A. or B.S. Degree?

STATUS	(R = 89)		(R = 56)	
	1970	(P = 32.3)	1971	(P = 29.4)
	N	(R%)	N	(R%)
Yes.	31	(34.8)	13	(23.2)
No, I am still pursuing my studies	45	(50.5)	38	(67.8)
No, I withdrew.	13	(14.6)	5	(8.9)

In general, vocational/technical majors seemed satisfied with the quality of the programs in which they had been enrolled. Over 75% of these students rated the quality of instruction, up-to-date equipment, and attitude of instructors as good or excellent. Instructors efforts in helping students obtain jobs were rated as good or excellent by 61.9% of the 1970 and 58% of the 1971 vocational/technical majors. (Table 37).

Table 37. Vocational – Technical Majors: How Would You Rate the Quality of the Program in which you were Enrolled?

Note: Table shows percentage of number who responded to each item, not to the entire question.

RESPONSES	EXCELLENT		GOOD		FAIR		POOR	
	1970 N (TN%)	1971 N (TN%)	1970 N (TN%)	1971 N (TN%)	1970 N (TN%)	1971 N (TN%)	1970 N (TN%)	1971 N (TN%)
Quality of instruction	35 (32.4)	31 (35.6)	55 (50.9)	38 (43.6)	16 (14.8)	13 (14.9)	2 (1.8)	5 (5.7)
Up-to-date equipment	31 (30.3)	28 (35.8)	46 (45.0)	32 (41.0)	19 (18.6)	14 (17.9)	6 (5.8)	4 (5.1)
Attitude of Instructors	36 (34.2)	24 (28.9)	46 (43.8)	40 (48.1)	18 (17.1)	16 (19.2)	5 (4.7)	3 (3.6)
Instructors' efforts in helping students obtain a job	21 (26.5)	20 (32.2)	28 (35.4)	16 (25.8)	18 (22.7)	11 (17.7)	12 (15.1)	15 (24.1)
Other	4 (57.1)	2 (40.0)	2 (28.5)	1 (20.0)	0 (.0)	1 (20.0)	1 (14.2)	1 (20.0)

With regard to employment, 38.2% of both the 1970 and 1971 vocational/technical majors stated they obtained jobs directly related to their major. Other students (1970 = 28.1%; 1971 = 24.4%) obtained jobs unrelated to their major. Approximately 25 percent of both groups did not seek employment, and less than 10% sought but did not obtain a job. (Table 38).

Table 38. Vocational – Technical Majors: Did You Obtain a Job Directly Related to Your Major?

	(R = 128)		(R = 94)	
	1970 N	(P = 46.5) (R%)	1971 N	(P = 49.4) (R%)
Yes	49	(38.2)	36	(38.2)
No, I obtained an unrelated job	36	(28.1)	23	(24.4)
No, I did not seek employment	31	(24.2)	26	(27.6)
No, I did not obtain employment	12	(9.3)	9	(9.5)

For the vocational/technical students who did not find jobs related to their major, a variety of factors appear to have hindered their obtaining employment. (Table 39).

Table 39. Vocational – Technical Majors: Why Do You Feel You Did Not Find A Job Related to Your Major?

REASON	(R = 81)		(R = 54)	
	1970	(P = 29.4)	1971	(P = 28.4)
	N	(R%)	N	(R%)
Didn't have the right contacts	15	(18.5)	7	(12.9)
Didn't want to move to another city or county	3	(3.7)	1	(1.8)
Didn't put forth enough effort	8	(9.8)	6	(11.1)
Didn't have all the training required for the job	19	(23.4)	18	(33.3)
Other	36	(44.4)	22	(40.7)

Of the vocational/technical students who did find jobs, related or unrelated to their major, 65.3% of the 1970 respondents and 72.8% of the 1971 respondents stated that their job had not been obtained through the efforts of a College of Alameda instructor or the College Placement Office. (Table 40).

Table 40. Vocational – Technical Majors: Did You Obtain Your Job through the Efforts of a College of Alameda Instructor or the College Placement Office?

	(R = 130)		(R = 92)	
	1970	(P = 47.2)	1971	(P = 48.4)
	N	(R%)	N	(R%)
Yes, an instructor	13	(10.0)	7	(7.6)
Yes, the College Placement Office	1	(.7)	0	(.0)
No	85	(65.3)	67	(72.8)
No, did not seek employment	31	(23.8)	18	(19.5)

RESEARCH QUESTION NUMBER 5:

WHERE WERE THE 1970-71 NEW ENROLLEES IN 1975? WHAT WERE THEIR EDUCATIONAL ASPIRATIONS AT THAT TIME? WERE THEY AWARE OF PROGRAMS AND SERVICES AT THE COLLEGE OF ALAMEDA THAT HAD NOT BEEN OFFERED WHEN THEY FIRST ENROLLED?

As of Winter Quarter, 1975 the 1970 and 1971 new enrollees were distributed as follows:

	1970	1971
Employed full-time	60.3%	52.6%
Employed part-time	6.4	7.5
Employed part-time & enrolled in college	8.3	10.2
Full-time student	13.2	16.1
Full-time housewife	3.7	7.5
Unemployed, but looking for work	4.9	5.3
Unemployed	3.0	.5

Over 25 percent (1970 = 28.2%; 1971 = 27.5%) of the students who first enrolled in 1970 or 1971 indicated they occasionally or frequently return to College of Alameda to take one or more classes. (Table 41).

Table 41. Students who Return to College of Alameda for one or More Classes

FREQUENCY	(R = 262)		(R = 181)	
	1970	(P = 95.2)	1971	(P = 95.2)
	N	(R%)	N	(R%)
Never	188	(71.7)	131	(72.3)
Occasionally	48	(18.3)	32	(17.6)
Frequently	26	(9.9)	18	(9.9)

During the Winter Quarter, 1975, 12% of the 1970 group and 17% of the 1971 students were currently enrolled at College of Alameda. (Table 42).

Table 42. Number of 1970-71 Fall Quarter New Enrollees Currently Enrolled at College of Alameda During Winter Qtr., 1975.

Year	Number	(R%)
1970	33	(12.2)
1971	34	(17.9)

With respect to Saturday classes, 48.5% of the 1970 new enrollees and 53.1% of the 1971 students were aware that classes are now being offered. (Table 43).

Table 43. Are You Aware that College of Alameda Now Offers Saturday Classes?

	(R = 270)		(R = 188)	
	1970	(P = 98.1)	1971	(P = 98.9)
	N	(R%)	N	(R%)
YES	131	(48.5)	100	(53.1)
NO	139	(51.4)	88	(46.8)

When asked what degree they eventually hoped to obtain, it appears that levels of aspiration had risen since the time these students had first enrolled at the College. At time of first enrollment 51.4% of the 1970 students and 49.6% of the 1971 students indicated they would plan to transfer to a four-year institution, either with or without an AA/AS degree. As of Winter Quarter, 1975, over 78% of the 1970 new enrollees who returned the questionnaire responded to this survey question. Of those who responded to the question, over 76% indicated they planned to obtain a BA/BS degree, MA/MS degree, or Professional or Doctorate degree. Percentages for the 1971 new enrollees were slightly higher. (Table 44).

Table 44. What is the Highest Degree you Plan to Obtain?

	(R = 215)		(R = 153)	
	1970	(P = 78.1)	1971	(P = 80.5)
	N	(R%)	N	(R%)
A.A. or A.S. Degree	51	(23.7)	25	(16.3)
B.A. or B.S. Degree	71	(33.0)	67	(43.7)
M.A. or M.S. Degree	55	(25.5)	44	(28.7)
Professional or Doctorate	38	(17.6)	17	(11.1)

Over 40% of the 1970 and 1971 vocational/technical majors stated they had plans for training in another field. (Table 45).

Table 45. Vocational - Technical Majors: Do You Have Plans for Training in Another Field?

	(R = 126)		(R = 99)	
	1970	(P = 45.8)	1971	(P = 52.1)
	N	(R%)	N	(R%)
Yes	51	(40.4)	46	(46.4)
No	75	(59.5)	53	(53.5)

Several items were included on the questionnaire in an attempt to determine if former students were aware of and attended programs sponsored by the Office of Community Services at the College of Alameda. The vast majority of respondents indicated they never attended lectures, workshops, dramatic productions and other Community Services sponsored functions. (Table 46). Of the former students who responded to the question, the majority rated the quality of Community Services programs as good. (Table 47).

Table 46. Frequency of Attendance at Community Services Sponsored Functions at College of Alameda.

Note: Table shows number and percentages of students who responded to each function, not to the entire question.

Function	FREQUENTLY		OCCASIONALLY		NEVER	
	1970	1971	1970	1971	1970	1971
	N (TN%)	N (TN%)	N (TN%)	N (TN%)	N (TN%)	N (TN%)
Film Series	5 (2.2)	7 (4.3)	44 (19.8)	21 (13.0)	173 (77.9)	133 (82.6)
Lectures	2 (.9)	3 (1.9)	27 (12.6)	21 (13.4)	185 (86.4)	132 (84.6)
Workshops	0 (0)	2 (1.3)	0 (0)	5 (3.2)	205 (100.)	146 (95.4)
Musical Performances	7 (3.2)	11 (7.0)	33 (15.2)	17 (10.8)	176 (81.4)	129 (82.1)
Dramatic Productions	5 (2.3)	9 (5.6)	20 (9.3)	18 (11.3)	188 (88.2)	131 (82.9)
Art Shows	8 (3.6)	7 (4.4)	29 (13.3)	17 (10.7)	181 (83.0)	134 (84.8)
Science and other Exhibits	4 (1.8)	4 (2.5)	15 (7.1)	9 (5.8)	192 (90.9)	141 (91.5)
Recreational events	2 (.9)	9 (5.7)	20 (9.3)	17 (10.8)	131 (83.4)	131 (83.4)
Short courses	3 (1.4)	5 (3.2)	6 (2.8)	4 (2.5)	145 (94.1)	145 (94.1)

Table 47. Rating of Quality of Community Services Sponsored Functions at College of Alameda.

Note: Table shows number and percentages of students who responded to each function, not to the entire question.

Function	GOOD		FAIR		POOR	
	1970	1971	1970	1971	1970	1971
	N (TN%)	N (TN%)	N (TN%)	N (TN%)	N (TN%)	N (TN%)
Film Series	39 (79.5)	22 (66.6)	9 (18.3)	11 (33.3)	1 (2.0)	0 (0)
Lectures	17 (58.6)	13 (50.0)	11 (37.9)	13 (50.0)	1 (3.4)	0 (0)
Workshops	0 (0)	7 (63.6)	2 (66.6)	4 (66.6)	1 (33.3)	0 (0)
Musical Performances	27 (69.2)	19 (67.8)	11 (28.2)	9 (32.1)	1 (2.5)	0 (0)
Dramatic Productions	18 (64.2)	18 (62.0)	9 (32.1)	10 (34.4)	1 (3.5)	1 (3.4)
Art Shows	23 (63.8)	18 (62.0)	11 (30.5)	11 (37.9)	2 (5.5)	0 (0)
Science and other Exhibits	12 (57.1)	9 (52.9)	8 (38.0)	8 (47.0)	1 (4.7)	0 (0)
Recreational events	10 (47.6)	16 (59.2)	10 (47.6)	11 (40.7)	1 (4.7)	0 (0)
Short courses	6 (60.0)	7 (58.3)	3 (30.0)	5 (41.6)	1 (10.0)	0 (0)

Only a small number of former students responded to a question designed to determine which type of Community Services publicity seems to be the most effective. Of those who responded, former 1970 enrollees indicated they generally learned about Community Services functions from newspaper announcements and direct mailouts from the campus. The 1971 enrollees

listed newspaper announcements, direct mailouts, and bulletins on campus as their general sources of information. (Table 48).

Table 48. Sources of Information: Community Services Functions and Programs

Note: Table shows number and percentages of students who responded to each source, not to the entire question

Sources of Information	1970		1971	
	N	(P)	N	(P)
Radio / TV Announcements	31	(11.2)	25	(13.1)
Newspaper Announcements	77	(28.0)	39	(20.5)
Direct Mailouts from Community Services	63	(22.9)	41	(21.5)
Bulletins on Campus	52	(18.9)	47	(24.7)
Other	51	(18.5)	40	(21.0)

When asked if they attended Community Services programs sponsored by colleges other than College of Alameda, the vast majority of the students responded that they never attended programs at other colleges. (Table 49). It appears that slightly more former students attend Community Services programs sponsored by College of Alameda than those sponsored by other colleges.

Table 49. Frequency of Attendance at Community Services Functions Sponsored by Other Colleges

Note: Table shows number and percentages of students who responded to each individual college, not to the entire question.

COLLEGE	Frequently		Occasionally		Never		Total	
	1970	1971	1970	1971	1970	1971	1970	1971
	N (TN%)	N (TN%)	N (TN%)	N (TN%)	N (TN%)	N (TN%)	N (TN%)	N (TN%)
Laney	5 (2.2)	2 (1.2)	35 (16.0)	29 (17.6)	171 (81.6)	133 (81.0)	218 (79.2)	164 (86.3)
Merritt	4 (1.9)	1 (.6)	29 (13.9)	24 (15.1)	175 (84.1)	133 (84.1)	208 (75.6)	158 (83.1)
North Peralta	0 (.0)	0 (.0)	5 (2.4)	6 (3.8)	196 (97.5)	149 (96.1)	201 (73.0)	155 (81.5)
Chabot	3 (1.4)	1 (.6)	16 (7.7)	11 (7.0)	188 (90.8)	145 (92.3)	207 (75.2)	157 (82.6)
Diablo Valley	0 (.0)	0 (.0)	9 (4.4)	2 (1.2)	192 (95.5)	152 (98.7)	201 (73.0)	154 (81.0)
Contra Costa	0 (.0)	2 (1.2)	6 (3.0)	4 (2.5)	193 (96.9)	149 (96.1)	199 (72.3)	155 (81.5)

VI. GENERAL CONCLUSIONS AND RECOMMENDATIONS

CONCLUSION

As a result of this study of 1970-71 new enrollees we now have the information upon which to build a longitudinal data base. But if the College of Alameda is to strive to meet the needs of its student population we must know something more about each individual student apart from a series of social or administrative descriptors which we prescribe to a group or groups into which that individual fits. It is not sufficient to simply know that today's student population at the College of Alameda is in general older, has a higher representation of ethnic minorities, includes more veterans, etc. We must proceed a step further and determine if the members of these sub-groups have unique educational needs, and if indeed these needs are being addressed by the College. We must assess the needs of *all* students in a comprehensive manner, including cognitive as well as affective data regarding how each student best learns.

CONCLUSION

Educational research loses its validity unless the results are translated into activities appropriate to the emerging needs of students.

RECOMMENDATION NO. 1:

College of Alameda should establish an Office of Educational Research. Adequate staffing, time, funds, and office space should be provided to this end. This office should be responsible for assessment of shifting demographic trends in the current student population as well as eliciting specific information regarding the learning characteristics (both cognitive and affective modes of learning) of each individual student.

RECOMMENDATION NO. 2:

The Office of Educational Research should make periodic assessment of the students who no longer attend the College of Alameda. If the College is to improve its services relative to students withdrawing prior to achievement of their educational objectives it would seem necessary that students have an exit interview prior to their departure. The data from these interviews should be evaluated from the perspective of identifying causal relationships between student withdrawal and the quality and scope of programs and services at the College. A specific example of a causal relationship to be explored might deal with student withdrawal rates in relation to the timing of distribution of financial aid monies.

In addition, the College should develop a comprehensive exit questionnaire which would include a permanent address through which the student could be contacted for a period of five years after he or she leaves the College. Information which could be elicited from the exit questionnaire might include:

- 1) Whether the student obtained an AA/AS Degree or Certificate of Completion, and in which discipline it was awarded;
- 2) the four-year institution, if any, to which the student was planning to transfer and the quarter or semester in which he or she planned to enroll;
- 3) the student's perceptions of how well the College had prepared him or her for employment and/or to transfer to a four-year institution, if these had been the student's educational objectives;

- 4) whether the student had obtained employment, and if so, if it was directly related to his or her major at the College;
- 5) whether the length of the student's tenure at the College had been consistent with his or her educational objectives, and if not, what was the primary reason for withdrawing from the College prior to achieving those objectives?

RECOMMENDATION NO. 3:

The Office of Educational Research should appropriately disseminate research results, particularly those relating to current students, to administrators and staff as well as to specific groups such as the College Advisory Council on Policy and Programs and the Staff Development Committee. The administration as well as appropriate individuals and groups should act in a timely manner to provide budgetary and staff support necessary to develop new curricular programs and support services to better meet the needs of the constantly changing student clientele which the College serves.

An example of one area in which further research is indicated is the shifting enrollment patterns of day and evening students. Seventy-five percent of both the 1970 and 1971 enrollees classified themselves as primarily day students. However, we do not know how many day students were also enrolled in evening classes, and how many evening students were also enrolled in one or more day classes. We need to determine if some of the evening students enroll during the day because a particular class is offered during the day only, and what hardships this may impose upon a student with respect to his or her job, and with respect to achievement of his or her educational objectives. We need to ascertain why the evening enrollment at the College is now larger than the day enrollment, and determine what implications this fact has with regard to staffing, curriculum development, and support services for evening students.

RECOMMENDATION NO. 4:

Because individual attitudes, perceptions and feelings are frequently hidden within statistical data relating to groups, further analysis of the individual commentaries appended to this study should be undertaken. Specific attention should be given to commentaries which reflect student concerns regarding counseling services, degree of difficulty of curricular offerings, and consistency of grading practices.

RECOMMENDATION NO. 5:

Attention should be given to recent research which encourages community colleges to depart from traditional methods of teaching which at one time were relatively effective when student populations tended to be far more homogeneous than current community college student populations. For example, K. P. Cross¹ is particularly concerned with "New Students," defined as those with poor records of academic performance (Cross, 1971), and recommends that alternative learning methods be provided for these students. She promotes a methodology which has as its basis learning by mastery. The student learns at his own pace and is awarded units on the basis of *what he learns* rather than *the amount of time* he has spent in a collegiate institution.

RECOMMENDATION NO. 6:

College of Alameda should establish a committee to make recommendations and to assist in the implementation of programs and services for women and men re-entering postsecondary education, senior citizens, part-time students who have no degree as their objective, etc. In her Report to the California State Legislature on Community College Students (December, 1975) Dorothy Knoell² recommends:

"Community Colleges should be recognized as 'less than baccalaureate' institutions of postsecondary education in the *Education Code* and elsewhere, with statements of function refined so as to give proper emphasis to the mission of serving community needs and providing opportunities for continuing education for local residents . . . "

VII. REFERENCES

1. Cross, K. P., "*Beyond Education For All - Toward Education for Each*," speech presented at Peralta Faculty Symposium, 1976.

The above speech was extracted from research published in the following two books:

Cross, K. P., *Beyond the Open Door: New Students to Higher Education*, San Francisco: Jossey-Bass, 1971

Cross, K. P., *Accent on Learning: Improving Instruction and Reshaping the Curriculum*, San Francisco: Jossey-Bass, 1975

2. Knoell, Dorothy, et al., *Through the Open Door: A Study of Patterns of Enrollment and Performance in California's Community Colleges*, California Postsecondary Education Commission, 1975.

APPENDIX A
1970-71 STUDENT FOLLOW-UP STUDY

RELATIONSHIP INFORMATION (Located in College of Alameda Library)
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Relationship of Item #:	to	Item #:
4: <u>Ethnic Background</u>		10: Parents/Spouse Formal Education 11: Why Attended COA 12: Educational Objective 13: Achievement of Educ'l Objective 14: Why Withdrew from COA 16: Intended Major 19: Full vs Part-time 20: Day/Evening 24: Awareness of Services 25: Campus Services 27: Use of Library 30: English Comp. Class 31: AA/AS or Certificate 32: AA/AS/Certificate Major 33: Job Related to Major 34: Why Not Job Related to Major 35: Job through efforts of the College? 37: Rating tech/voc'l programs 38: Trans. to 4-yr. college? 46: GPA after transfer 48: BA or BS degree 49: Doing what now 51: Attendance/Qual. of Comm. Service Functions
2: <u>Age</u>		3: Sex 4: Ethnic background 5: Marital Status 7: Highest level of educ. 10: Parents/Spouse highest level of educ. 11: Why came to COA 12: Primary educational objective 13: Achievement of educational obj. 14: Reason for withdrawal 16: Intended major 17: Change of major 19: Full vs part-time 20: Day vs evening 23: Participation 24: Awareness of services 25: Campus services 27: Use of library

Relationship of Item #:

to

Item #:

2: Age (continued)

- 30: Eng. comp class
- 31: AA/AS/Certificate
- 32: AA/AS/Certificate Major
- 33: Job related to major
- 34: Why not job related to major
- 35: Job through efforts of college
- 37: Rating of tech'l/voc'l programs
- 38: Trans. to 4-yr. college
- 46: GPA after transfer
- 48: BA or BS degree
- 49: Doing what now
- 50: Highest degree hoping to obtain
- 51: Attendance/Quality of Comm. Serv. functions
- 52: Source of info. re: Comm. Serv. functs.
- 53: Attendance of C.S. functions at
other colleges

3: Sex

- 4: Ethnic background
- 5: Marital status
- 6: Veteran
- 10: Parents/spouse highest level of education
- 11: Why came to COA
- 12: Primary educational objective
- 13: Achievement of educational obj.
- 14: Reason for withdrawal
- 19: Full vs part-time
- 20: Day vs evening
- 23: Participation
- 25: Campus services
- 27: Use of library
- 30: English comp.
- 31: AA/AS/Certificate
- 32: AA/AS/Certificate major
- 33: Job related to major
- 34: Why not job related to major
- 35: Job through efforts of college
- 37: Rating of tech'l/voc'l program
- 38: Trans. to a 4-yr. college
- 46: GPA after transfer
- 48: BA or BS degree
- 49: Doing what now
- 50: Highest degree hoping to obtain
- 51: Attendance/Quality of Comm. Serv. functions

6: Veterans

- 11: Why attended COA
- 12: Primary educ'l objective
- 13: Achievement of educ'l obj.
- 14: Why withdrew

Relationship of Item #:

to

Item #:

6: Veterans (continued)

19: Full vs part-time
20: Day vs evening
23: Participation
24: Awareness of services
25: Campus services
27: Use of library
30: English comp. class
31: AA/AS/Certificate
32: AA/AS/Certificate Major
33: Job related to major
34: Why not job related to major
35: Job through COA efforts
37: Rating of tech'l/voc'l programs
38: Transferred
46: GPA after transfer
48: BA or BS degree
49: Doing what now

7: Highest Level of
Prior Education

10: Parents/spouse education
11: Why attended COA
12: Primary educational objective
13: Achievement of educational objective
14: Why withdrew
15: Sought counseling assistance
16: Major
24: Awareness of services
25: Use/Eval. of services
27: Use of library
28a: Ever return to COA for occas. classes
30: Completion of Eng. comp. class
31: AA/AS/Certificate
32: AA/AS/Certificate Major
33: Job related to major
34: Why not job related to major
36: Plans for training in another field
37: Rating of tech'l/voc'l prgs. at COA
48: BA or BS degree
49: What doing now
51: Attendance/quality of C.S. functions

APPENDIX B
1970-71 STUDENT FOLLOW-UP STUDY

Responses to Question No. 44:

**IN YOUR OPINION, HOW MIGHT THE COLLEGE HAVE BETTER
PREPARED YOU ACADEMICALLY TO TRANSFER?**

1970 RESPONDENTS (Not edited)

you did a great job

It was not accredited at the time of my transfer.

Better counseling — more range in classes

higher academic standards, research methodology

no comment

Class academic standards were low in many classes.

Needed more training in critical writing.

By raising the academic standards. (French 4 at Alameda is Fr. 3 at Berkeley.)

I thought that I was sufficiently prepared. Only 3 units, I think, were not accepted. All I wanted at Alameda was G.E. classes. Bica accepted almost all of my credits from Alameda.

writing term papers

don't know

none

was satisfied.

more psyc. classes.

Not applicable — most of my undergrad exp. was at Merritt.

I felt they done a good job.

not sure

no way

more rigorous standards.

It was adequate for the 1 quarter I was there.

Getting counsels to get the proper courses to transfer.

before you transfer make sure a counselor look at each individual's file to see if they complete their requirement.

1971 RESPONDENTS (Not edited)

making sure that student knows what needed to transfer

preparation good

wider selection of classes

increase the difficulty factor — much more emphasis on writing!!

tell everything the college offer to the student.

it was fine

in good standing

teachers weren't prepared to lecture or answer questions

offered organic chemistry

I feel an adequate job was done.

SATISFIED

The instructors should demand more of their students

Preparation was O.K.

For my major I was sufficiently prepared.

more technical art courses — ex: how to mat letter, chemical formulas etc.

by emphasizing pre-requisites

none

By having more math required

Better counseling.

Require more Argumentation in my writing

A specific list of transferability of courses to various colleges

better-more transfer classes

Require more Reading

Provide better range of academic courses

Excellent

Better information on GED requirements

Better information on Reg. deadlines at State Colleges

APPENDIX C
1970-71 STUDENT FOLLOW-UP STUDY

QUESTIONNAIRE SECTION III:
PERSONAL COMMENTS OF RESPONDENTS.

(Names of instructors and institutions have been deleted. No other editing has been done.)

I would like to started school again if I can get some sort of financial aid so I can continue.

- - - - -

Adequate — however the curriculum was extremely limited for my needs.

- - - - -

Your registration system is so terrible that its enough to discourage returning students!

- - - - -

It was jumping pumping I mean it was just movin and groovin — peachy keen I mean really dyno-mite!

- - - - -

My goal at COA was to pursue art courses, which I did. In the future, it is not unlikely that I would re-enroll at COA or other community college as my needs dictate. I'm glad we have community colleges!

- - - - -

While at the College of Alameda my experiences had been very encouraging and worth while — Counselors and instructors as well, worked very hard in directing me towards the pursuit of my goals. I'm most pleased with the quality of their advise and results and I'm glad I had the opportunity to work with them.

- - - - -

The size of the College of Alameda made it possible for each student to work with each instructor on a one to one basis. Without this opportunity my time at COA would not have been so valuable. My one regret with my experience at COA is that the courses were not as rigorous as I would have liked. Much more reading would have been greatly appreciated. The academic advising was excellent. () was of great help to me.

- - - - -

The navigation courses offered by the College are well presented and the scope of the material is excellent!

- - - - -

In all respects I was pleased with my experiences both academic and social at the College of Alameda. It was particularly pleasing to find the instructors and staff at the College showing more interest and concern in their students than just merely filling the classroom.

- - - - -

The atmosphere and attitude at the COA is exceptionally fine. I am an older student but I find great friendliness and acceptance even from the youngest students. Our mutual sharing of the experience and in our scholastic efforts we have truly benefited. Surely we have each gained status and respect — — — a most rewarding experience.

- - - - -

I went to take classes I would enjoy and for self improvement. The classes were helpful to me and I enjoyed them and the college.

- - - - -

Extremely favorable

Due to ().

- - - - -

Please send study results.

- - - - -

What I would like to see at the College of Alameda is Saturday classes during the summer quarter. My experience at COA were well worth remembering. I look forward to taking more Classes at COA.

Although I feel that no one should be refused admittance, I also feel that it's too easy to waste taxpayers' money by allowing students to occupy space without effort. Specifically the drop policy. I personally have dropped from four math courses while completing three. I dropped because my lack of effort put me too far behind to catch up. I knew I could withdraw any time before the final without penalty. This put about 2 quarters of classtime to no earthly good.

If I were academically penalized, I very possibly would have applied myself and completed these courses, saving both the school and myself considerable time.

I am now attending (). I could not get some classes because they were too full and lost one class because there weren't enough. I only plan to take one or two classes at a time, unless I can find different work.

In general it was a wonderful educational experience. However, during the course of my study at Alameda I did have one bad experience with an instructor. Her name was () and she was a foreign teacher () teaching an introductory course to (). However, she was handicapped, as she could not speak English very fluently. Consequently, many students failed to obtain the proper instruction or redress of grades believed inappropriate. She was adamant and non-compromising even though she admitted making many mistakes in her grading procedure. Apparently she felt she didn't have time to follow through with the red tape necessary for grade changes because of a trip she had planned (she didn't plan to return to Alameda). She left for LA (Los Angeles) one week after the final grades went in, and we never heard from her again.

In the future Alameda College can avoid unjust mishaps as the one described above if extra-precautions are taken when screening foreign instructors. Please, if a teaching slot is vacant because of the scarcity of good instructors, let it remain so until qualified instructors are available. Don't take chances with the academic of students, for our future may depend heavily on instruction we receive. Fortunately for me, the grade I received from () (D) only lowered my GPA to 3.1 (B average). However, for others the consequences were more devastating.

Thank you for this opportunity to

comment

An Afro-American

The whole time I attended COA I worked full time in the evenings; therefore, I was unable to participate in extra-curricular functions.

Advise students that jobs are almost impossible to find these days & no amount of hard work is a guarantee of success.

Also, get to know your instructors socially, should be advice to all students, it helps.

Why is it necessary to call or write for a summary of the collected data from this survey? Why not a box to check or a separate sheet of paper on which name/address could be provided. If one can take the time to complete the questionnaire, and if you're truly interested in improving your institution, both academically and from a P.R. standpoint. I believe you need to keep people interested in what is going on there. Just by this apparent inattention to detail, you have reinforced my rather low opinion of the administration of this institution.

A very good College

I really enjoyed attending College of Alameda and even though there wasn't as many classes offer as I would have like, I feel that at one time it is going to be one of the better two-year institutions in California. Even now, each semester/quarter they offer more new, interesting, exciting classes that I know will be a great help to students in the future.

After 5 quarter and a summer session at COA, I got my AA in 3/72, transfered to () for the spring quarter and took 22 units and got a C+ average (I had got an A- average from 18-19 units my last 3 quarters at COA, but () was more difficult & challenging). After that I transferred to () and never took more than 14 units per quarter. I was going for a double major in Psych and Social welfare unit () changed the GPA requirements from 3.0 at () & 3.3 overall to a 3.3 at (). I finally graduated in 3/74 with a 3.1 at () and 3.4 overall. I went with a Psych major, but only skipped 2 requirements for the Social Welfare major. I'll return and get the degree if they ever offer a BSW. I am currently attending () Law School with a 3.1 at () and 584 on the LSAT I didn't qualify for USF, Golden Gate, Boalt, or Hastings's (Hastings was my first choice). I should graduate in 1978 with a J.D. & then go on to take the BAR.

That summary was intended to show that I do OK at school, but that a 3.7 at COA, including 18-19 units per quarter was fairly high grading. The classes weren't challenging enough and I lost some of the study habits I had developed in the more difficult work at (). It made it much harder when I got to ().

On the other hand, at () I felt like an outsider & never got involved in campus activities. At COA I helped with the retreats did some informal tutoring, was the sailing club representative to the Inter Club Council. I knew most of the profs, went places with them etc., especially at the retreats at Loma Mar. I still stop & talk to (), (), & () if I see them on the street, & I occasionally return to campus to visit them. If you weren't so hard to find, I'd visit you too.

Peace —

My 1st quarter in attendance was just after the College had opened. Things were somewhat disorganized at first, but following quarters showed improvement. Throughout my attendance at College of Alameda (as in most colleges) I had the pleasure of being taught by several fine instructors as well as coming into contact with others who were not so good. In comparison with the other colleges that I have knowledge of, my personal feeling is that the College of Alameda was operating at a level somewhat (a little) below average. That was in the beginning, and things probably have changed for the better by now.

Have no spare time, but I did see O.P.S. Ad in the newspapers dealing in Saturday & Evening classes and I hope that someday I find time to take some classes.

Overall, I enjoyed my two and half years at the College of Alameda. As a rule the courses were challenging and rewarding. There were one or two teachers that I didn't Particular Care for but as a rule they were most kind and helpful.

I wish I could have qualified for enrollment at a 4-yr college after I graduated from high school as they academically have much more to offer (more courses, better professors, better library and counseling services) — but since I didn't, I feel that COA is the better of the Peralta Colleges due to the classes, professors, and library services I had here.

I am glad to see that C.O.A. has added late afternoon and Saturday classes. I only wish this had been done a few years ago for my purposes. There are many people that would like to attend college, but their jobs prevent them from doing so. Evening classes for those individuals with specific majors, are hard to find throughout the jr. and state college system.

The college experience was very enjoyable, and really helped in my transfer to the 4 yr State University.

The college was a good place to learn what lower level College was like; in social and academic ways. The school did not really prepare me to enter a four year school. In the Sciences, the courses were frankly rigorous (esp Chem la-b-c). But the humanities were much too easy. In that type of atmosphere, esp if one is _____, the effort or drive to study was lacking, because of incentive. The courses were too easy therefore I felt no need to study. I found the college as a whole a very pleasant and instructive place to learn. The education is there if the student is willing to persue out side reading material, and with Instructors supervision, really thoroughly represent a project. The faculty and staff (office people) were especially nice and co-operative to me individually.

In conclusion:

The college is fairly nice and I would not, think twice about recommending it to friends.

Alameda College is generally a good school. And I would recommend this school for all students who seek to enroll in a two year school.

Attractive school with good location, lots of parking, excellent teachers, interesting classes.

Best all around that I ever attended in Bay Area or Portland, Ore.

Would like to re-enroll upon my return to Alameda.

I think the auto shop should teach the student more, when I got out of school I didn't even know how to use the tire machine to take a tire off the rim they never teach us that, they should have more lab classes instead of lecture classes, because my friend was getting As in all the tests but when its come to working on a car he didn't know what to do they have to teach the student on a real car not on the black board because I only learn a little from school, I learn more from experience at work.

Some of the most interesting and concerned instructors I have had thus far were on the staff during the two years I attended.

I enjoyed my stay at the college very much although I only had one close friend out of all the students there. Two teachers stand out as being very helpful & considerate & kind to me while I was a student there: (_____ & _____). I am very grateful. Thank you.

If you want to attract more working-night (& even daytime) students, Parking Facilities must be Safe, Very Adequate, and Close to Class Areas — Lawns are pretty and a small lawn area is necessary. But students need access areas more than unused lawns. All Peralta Colleges should have Central Records Making Transcripts unnecessary between Peralta Colleges, & A Combined degree or certificate offered.

The two years. I was at the College of Alameda. They were wonderful. And very helpful.

College of Alameda art instructors (_____) (_____) are excellent compared w/ art instructors at (_____) & (_____). They are highly professional in their attitude and serious in their interactions with students.

Many students who attend J.C.'s are not sure what they plan to do in the future. I was one and I knew many others. I never spoke to an advisor at COA. and this was to my detriment. I was wasting time. When I entered (), it was mandatory to seek counselling and was the most beneficial service I received — aside from my education.

I would suggest that COA institute such a requirement as it is important to develop a sense of direction in college students. Presently I am enrolled in Law school because I was motivated toward a goal by a university counselor — COA lacks this and it certainly an improvement worth making!

Generally, my experiences at Alameda J.C. were good. I was disgusted and depressed by the amount of people who "dropped out" — (i.e.) there were @ 70 students enrolled in Chemistry at the beginning of the quarter — there were only 5 students who took the final exam! During '70-71 there were quite a few students who were hung up on dope. That made me feel depressed, but the worst thing about it was that nobody seemed to give a damn.

I'm glad that I transferred and hope to graduate this Spring with my B.A.

I don't think I would ever consider going back to Alameda J.C. (There's nothing there for me.)

Thanks — for the "little" you gave me and
the "lots" that I learned.

A former student.

— We may make something of this world yet!!

I think the College of Alameda, is very good college, to go to. I just think they should have classes on Mondays & Tuesdays as well as Mondays & Wednesdays. And also Tuesdays and Wednesdays, as well as Tuesday & Thursdays. For example Typing is on Mondays & Wednesdays, well I think it should be on Monday & Tuesdays and Tuesdays and Wednesdays also, Wednesdays & Thursdays.

Thank you! Yours also!

I think you need more on the job training in courses like Medical Assist. and dental assist. It is difficult to go job hunting in these fields right from college without previous employment experience. Need to stress more in clinical & clerical training.

The services is good, But the only thing is the registering on the first day is slow. The way the books are sold is very slow too. It makes thing pretty complicated. The area is fine. But people who want to take courses of their choice and especially in the field they would like to into is expensive and can't afford it. Also some classes which I'd like to get into you don't have, Can't travel out of the way to another because of money and transportation problems. If you had the classes it would be better for me.

Please send me information to me which shows me the classes available for training for nursing. Here is my return (new address).

Most of this doesn't apply to me. I am an MD. I took several night school courses in flying which is my hobby. The courses were excellent & I enjoyed them, especially () — Private Pilot course.

I would like a copy of your "data summary" when it is ready —

My experience was a particularly rewarding one and my career at COA unforgettable. I was fortunate to have obtained a work-study position. All the staff was warm and easy to work and communicate with. I have not enjoyed my 2½ years at () so much as I enjoyed my stay

at COA. Had my first 2 years at Alameda not been warm and fulfilling, I may not have continued in school.

I am currently still attending COA. I'm taking a Sat. A.M. P.E. class. Last quarter I took a evening typing class. I'm from Alameda — attended the college for a full 2 years transferred and moved to () for 2 more until I got my B.A. During the summer between my junior & senior year. I came back and took a stitchery class. Now that I'm back here working for the City of Alameda in a traditionally dominated male field (electrical) I still enjoy taking "fun" classes such as P.E. on Sat. a.m.'s.

Also, I really appreciate the Family Planning Clinic — I went to it last quarter and I was pleased with all aspects of the program. I don't think that many students are aware of the total health clinic the college has to offer. I heard about it reading the Alameda Times-Star.

I do not like College of Alameda for reason be is that is seems like a big High School and that is very distasteful. The fooling around there make me feel like that I have talked to many other people and they say much the same unlike colleges like ().

I only work in Alameda and I live in Marin County where I frequently used the services of the ().

If not offered now, there should be a career guidance class that would discuss the job market, 2 year educational opportunities and 4 year college. This should be directed to help enlighten the student to the decisions he Must make.

Keep up the Good Work

I went to Alameda College for only 1 quarter and really didn't even finish that quarter. I have removed that even so far from my mind that I hardly remember much about it. So the questions that I have answered here are somewhat questionable as to their validity.

The year of 70 and 71 I found the school most pleasant. With the serge of enrollment and security officers on campus in later years the school atmosphere went down hill drastically.

The reason I didn't receive my degree, was because your staff could not find my transcript from (). Which I know are there, because my instructor delivered them personally.

I regret that at the time I never got around to writing to the College of Alameda about the really fine job of counseling () did for me regarding transferring to (). Unfortunately, by the time I called on him it was too late — I had incorrectly interpreted the transfer requirements and had not completed a required calculus course - but he was extremely helpful and supportive.

I thought the courses I took at COA were good in helping me with my basic education. I later went to () for a major in Nursing. I'm glad I spent the two years at COA before deciding on a major. I was accepted to () after two years at COA, but not in my major.

College does little to inform Alameda as to Program.

Too much "Racism", Prejudice" and "discrimination by "Black Power" running everything." It is a real crime to use taxpayer's money to support a school that has a Constitution Stat-ing "No organizations that Discriminate" that has a largest Organization open only to Blacks & called "Black Student Union".

Merit is only basis by which divisions & selections can be made. Negroes seem to feel they have "Royal" Blood!

"STOP ALL DISCRIMINATION"!!

I attended College of Alameda only during the time I was on Leave of Absence from the Alameda School District. I only took sailing classes. The Instructor was terrific & the course excellent.

Since transferring to () I have found the History teachers inferior to those of C.O.A. The history teachers at COA made history interesting and a challenge. The two times I went to see a counselor at C.O.A. I was disillusioned. Either I didn't explain myself properly or the counselor was an idiot. At the time I was at C.O.A. the only competent counselor to speak to was () and he was always booked solid.

Beginning my College Career at C.O.A. got me off to a very good start. Unfortunately, due to budgetary reasons biology 1A wasn't offered fall 71. Therefore, with regret I transferred to () along with several other students in the same dilemma. Comparing () with College of Alameda leaves () far behind in providing an enjoyable learning experience.

I'm completely satisfied with the College of Alameda. The administration office has always been helpful & pleasant when I've called on the phone or been to the office. The organization at registration time has been terrific—no waiting, buzz right through to register. The instructors I've had have been fair to excellent. I've never felt pressured to join any activities or to be "ripped off" financially. I do wish they would offer more academic classes & less vocational classes in the evening. Over all I'm very pleased with Alameda College services.

My experience was well worth the time and I intend to attend college again in my future when I have the time and money.

I, as many Californians, did not realize the full privilege of a non-tuition college until moving.

I feel as a young mother and housewife to have the desire to attend college again could only have been instilled by satisfying previous college experiences.

I'm sorry I didn't come back to the college I would of like to but the teacher I had gave me a bad time. I like the college but not the teacher I wanted to become a pattern maker then a designer but with what help I got I couldn't get a job in my field. I would some day go back, but job is holding me back right now.

Thank you for reading this

Yours truly

Alameda College contributed greatly to my needs while attending there.

I took sailing, oil painting and the encounter group. All of these were important to me and put me more in touch with myself—now I have moved on to a vocational training at () — a pre-R.N. course.

I feel that the "space" I received at Alameda J.C. was very beneficial in moving on to a more constructive life.

Also the teachers were of excellent quality.

I enjoyed C.O.A., but I would have liked it better if it would have had a lot of classes that I needed in the morning.

It seemed like every class I needed I would be scheduled in the afternoon—you therefore would have to be a full time student to benefit.

Some of the teachers (not to mention names) weren't exactly what I would call a teacher. I didn't learn anything from some because they were too busy trying to be "hip" and "with it" to really get down to teaching. I found the P.E. field very interesting. Had thought about continuing and getting an A.A. degree in P.E. while I was still attending, but couldn't afford it at the time. Dad retired and part time job at college was terminated (was looking for full time job, but couldn't get one).

Had a good time while at C.O.A. learned a lot. But after college, I thought realistically. I decided on a banking career instead of Music.

Class Taken was listed as letter writing, class given was basic english, complete wast of time & money.

I felt in some ways I learned more in general education at Alameda than I have at (). A university takes away the personal rapport you can have with instructors in a smaller learning institution.

I find that my general studies at Alameda were much more interesting than the ones at (). I learned more, not through books, but by discussions - in depth term papers; unfortunately () relies heavily on books as a learning tool.

A good school!!

While atten. Alameda was a very nice school. and all the people were nice and the teacher So nice to me.

Hope to come back.

I'm afraid I really can't be too helpful with your survey & I'm somewhat sorry to be randomly picked. I only attended Alameda for one quarter. I had been a student at (). I attended Alameda in an attempt to take a course in my job-related field, computers. However, after standing all day in lines to register I discovered that the course was closed. So as not to waste the whole experience, I signed up for a course in Business Law. After that quarter I never returned. () is more convenient to my home & I go there.

Had I had any response whatsoever from conselling as to what additional classes were needed to complete ? years, I would quite likely be taking an evening class even now. The counselor for the () was very young, poorly informed, & exhibited very little interest in providing competent information.

I had some of the most enlightening & rewarding experiences at this school, due primarily to the quality of the faculty & to the academic advice of my counselor. My quarters at Alameda were very enjoyable & memorable.

Comments on this questionnaire:

I, at first, did not want to take the time to fill this questionnaire simply because, after scanning it, I found it to be one of the most poorly - constructed questionnaires I have ever seen. The questions are poorly worded, for the most part, & in several questions, the categories are not mutually exclusive & exhaustive. Double-barreled questions, verbiosity, & ambiguity do not belong in professional surveys. I consented, finally to fill the questionnaire because I don't like to see taxes wasted anymore than they already have been. May I suggest you enlist the assistance of a Sociology professor, teacher, or student next time you go to the trouble of preparing questionnaires. Perhaps former student would like to help in such admirable endeavors.

Your're welcome!

It was a continuation of the high school atmosphere which I was already tired of. Therefore, I stayed a few quarters and got out.

When I came to C.O.A., it was like a lake in the middle of a desert. I had just come from (_____) where the students, faculty and staff seemed to be there not to learn, but to play and had all semester to do it in. I left (_____) with a G.P.A. of 1.73+, somewhat demoralized. I enrolled in the first session of C.O.A. at this campus and found a totally new environment where every-one was serious about education, not special interest groups & "games". The physical plant itself was refreshing with concrete & natural wood mixed with a different building style. I had come from the old, "slum type" (_____) to a place that had real classrooms, real grass to lay on! It was really great! The quarter system was good. We didn't have time fool around and everyone knew it. I met a few really good friends on the dean's list. As a whole, the College of Alameda has been a totally rewarding, satisfying, enjoyable and unforgettable experience for me and I would recommend it to anyone at anytime. It was Super!!!

A good J.C. to attend if planning to go to a four year college. It might have prepared one more for a four year college. But on the whole there are No complaints.

I only went to the College of Alameda because (_____) was not as yet built. I eventually attended that college.

Alameda did not offer enough courses when I went there.

I notice at the beginning of each new quarter, the parking lot is full, but after 2 to 3 weeks later, there's parking space available. I believe if a slight tuition fee is charged maybe students will think twice before dropping the course.

The vending machine on drinks should be checked for the evening students. Many a times I've seen hot water, but no chocolate. Then there should be a machine for sandwiches or doughnuts for the evening students since the cafeteria is closed.

Would like to have Seniority Status to obtain place in tennis class.

Enjoyed the campus, physical layout - rapport with teachers - and happy to have campus close by in case time & interesting classes (to me) are found in future.

The only complaint I have is that some individual help was frustratingly slow in (_____) but certainly understand the problems involved in such classes.

In general it is a good school. Some teachers really enjoyed teaching & thus made learning not only enjoyable but very stimulating to research further. If all my teachers would have been like that I'm sure most students as well as I would have continued further studies & gone on to state colleges or universities instead of stopping in mid-stream.

I attended school only one month before I got out to get a job and get out of a house full of returning family, only to get drafted a year later.

Dig it.

Thank you

Please drop me from all mailing lists as I have moved to Vacaville Calif. Thank you for your assistance and interest while I was a student.

I think I had a very good experience when I was attending COA. Because I met some nice teachers - friends and classmates. And I had a very nice and helpful counselor. May Be is because the size of the class, we all seems is in a one big family.

If I had a chance to take my junior College Again I would certainly attending to College of Alameda Again.

In general Alameda is a good School. Need more variety of classes offered.

Personnel there very friendly and warm, unlike that at 4 yr. campuses. College of Ala. provided me with a somewhat growing experience. Exceptional and well-like instructors: (_____)

Thank you for your concerns.

As a former student at the College of Alameda I did have a pleasant and enjoyable time. I did find the instructor's excellent as far as in government, English, & Business Equipment Technology, which was my major. I did learn quite a lot during my attendance there. I did have a lot of help from the different tutors I had. My Major was very useful to me and did seek employment from Smith-Corona Corp. But lost my job 5 months later. But I am now working for Grand Auto Stores Inc. as a Salesman. I did enjoy the college very much.

Thanks,

I was very active in tutoring in Data Processing (School of Business) but had to drop out of school when drafted (Feb 71). I never really had a chance to participate in a lot of activities because not much outside was offered at that time. Had the programs been available I probably would have participated.

Very Fine School - Teachers Outstanding

I found COA a very valuable experience and a solid foundation for transfer to a 4 year institutions. Good sound advisor at COA and willing to work with students. The environment is quite a bit more lax than I've found (_____) and other campuses I've visited but I must bear in mind it is also a technical school.

Miss you all.

COA provided me w/a rich, almost individual learning experience. I only wish other students could experience the joys of the the small class situation. It was a shock to sit in lecture halls of 680 pupils & never see professors once I transferred - an orientation to university learning type seminar could be extremely beneficial to students planning on transferring. I quit (_____) after 2 quarters - the academic shock was too much. A professor at (_____) convinced me to try State & their program has been one rich in the field of learning & socialization. I firmly believe, however, COA did an excellent job in preparing me for this type of program. Thank you. If more info-please just ask.

Would like some academic classes in (? _____) at nite.

My experiences at the college were all excellent. I look back at my two years there, very satisfied with what I accomplished. I liked the smallness and the friendly atmosphere - I think it helped my learning.

I do, eventually, plan on taking some additional courses and I definitely plan on going here.

I am now in Law School, Grad School and managing a medical electronics Company. I went at night to learn to fly and get a scuba license - that's it

I like it and wish I could have kept it up. The Navy is real bad & its so hard to go to school when your in. I had to drop the last 3 quarters I have attend because the Navy makes me work when I'm in there. Its the Navy's fault. I'll be out in 1 1/2 years & will definately start school again. If you could write so letter to the Navy department or the commander of NAS Alameda saying how important school is & the people want to go should have top priority to go, it would be appreciated.

Dear Mr. Medsker,

Attending the College of Alameda was one of the most rewarding experiences of my life. — I don't know how much value this questionnaire will have for your purposes because I am not a typical student. I was fifty one when I entered the College of Alameda and I am now a graduate student at (_____) at the age of fifty six.

Even though the questionnaire may not be useful to you, I cannot pass up this opportunity to express my admiration for the college and its dedicated and helpful instructors and other personnel. I was very lucky to have had as instructors (_____ , _____ , _____) and others. I wish them and you, and the College continued success,

Sincerely,

— — — — —

I feel the college helped me gain understanding and a better insight to education and people. It helped prepare me for a better position (job) and in the near future I plan to continue my education at a four year college. I really enjoyed attending the College of Alameda and the counselors, teachers and classroom facilities were beyond comparison. And I thank you for the years I enjoyed attending the College and my work-study position there.

— — — — —

I enjoyed attending the C.O.A. and intend to return as a day time student as soon as my youngest child goes to school a full day.

— — — — —

COA was close, inexpensive and small. At 18 yrs. old I was frightened to go to a larger college even though I had the grades and high enough test scores. I attended COA for 6 quarters and built up my confidence along with completing my G.E. requirements. COA was easier for me than (_____) mainly because of the classroom competition.

I feel I did get a good education at COA and the price was right!

— — — — —

Alameda College Quarter System is too fast for me, I work full time and commute over 50 miles to work one way. So I'm enrolled in a college that is on the Semester System.

— — — — —

I enrolled for my own personal desire to obtain knowledge in what I am interested in. I found the few classes that I enrolled in very enlightning & interesting.

— — — — —

Generally speaking, it was quite frustrating. Those responsible for counseling appeared to have retreated into the concrete. Meaning: counseling **seemed** unobtainable, otherwise, it was fine.

— — — — —

I found my experiences at C.O.A. very enjoyable. I am currently studing Spanish, and have applied for a part time teaching job in the Vocational trades at the high school level.

— — — — —

Generally speaking it was a good experience. With the exception that the school just opened, and was not prepared to handle most of the student services mentioned on the other side. Thus, I feel that some of the questions I answered are not valid for me.

— — — — —

I felt like C.O.A. prepared me adequately for my future education considering the relative age of the college as opposed to the other community colleges. I hope things have progressed since my attendance. Such as athletic facilities, wider academic curriculum and larger library resources. All things considered I am glad I attended C.O.A. and wouldn't hesitate to encourage others to do so.

Thank you

— — — — —

There were some good teachers (_____ , _____ , _____ , _____ , _____ , _____ , _____). All excellent teachers, they really impressed me as people. Always ready to help. There was also an excellent (_____) teacher (_____). He really knew his field—always took time to explain no matter how silly the question seemed to be.

— — — — —

Enjoyed it very much. Nice quiet campus. Night classes were quite nice. One thing wrong: too many Liberal Arts subjects and not enough concrete classes. i.e. English classes. I once considered changing my major to English but there weren't enough English classes to give me a good background. However, I'll always feel like Alameda is my school because I was one of the first students to enroll while they were still building it.

Did you ever decide to turn down the Juke box, in the Cafeteria?

During the time I attended A.J.C., I found it very hard to get individual help (pertaining to my subject) from my instructor's. I am a very slow and careful learner, therefore I require more time to learn. However, I was rushed through my courses without really comprehending what I was supposed to be learning. The result was bad grades and a feeling of inadequacy.

As long as the classes are kept from becoming overcrowded, then my problem shouldn't arise.

Please put me on the mailing list

I was told and on the ACT test that I did not need anymore Math to get an AA degree. Now I only need Math before getting a degree. If I had known that I needed more Math I would have been taking it. This information was not known until 1974 although I enrolled in () in 1968 and have seen counselors periodically ever since.

.....
I am now married. I met my husband in the Psychology of Love and Marriage class at the College of Alameda!

I was happy at C.O.A. the two years I attended. It was a good school where a person who was trying to learn could do so without interference from such things as student and prof. rallies, protest marches, etc. that would disrupt a class. But I know people who went to other campuses, and returned to COA because of dems. and a lack of them at C.O.A.

(), good questionnaire!
If I ever get free, will drop by!

P.S. Doing my recreation Fieldwork

I found teachers at Alameda to be very supportive & stimulating, especially () and (). I found other areas not so enervating and the prevailing atmosphere is one of a glorified high school. Alameda is more academically demanding than (), although () offers a wider variety of courses in my field (Studio Art).

I find this questionnaire somewhat offensive, as it attempts to pigeonhole and codify a wide variety of personal experience into a few slots acceptable to a computer. Such is life on a random sample basis, however, and I appreciate your attempts to gather this info.

Best regards to you, ()

Took several courses for fun. Good instruction.

I am now taking classes at (). I really enjoyed my art classes at Alameda and thought (, , ,) all gave me a lot in the way of information, skill and personal interest.

I plan to return to Alameda to take ('s).

I think the school is great and have recommended it to many friends.

I enjoyed my brief time at Alameda — but I was surprised by the "spotty" academic levels of the students in the classes with me. There does seem to be a decline in level of achievement of students within the school. It also seemed that the school was aimed at the lowest denominational level with a subsequent lowering of standards.

It was very difficult to approach a counselor.

As previously mention I found the people (most though not all) in Admissions very rude.

Also the Biology dept is excellent!!

I attended Alameda College in coordination with the Nursing program at (_____). I only needed 3 classes for my A.A. which was granted me by (_____). I am now an RN working for the State of Virginia & have no contact with the school.

I enjoyed every minute I spent at College of Alameda. I found my classes and teachers stimulating and if I don't take part in events now it is because I am trying to complete the goals I planned at the college. I made friendships among the students and with teachers. I do come back to visit once in a while. Especially in the language classes.

My ideas of a Junior College were completely revised by the quality of the academic classes I was enrolled in and I was fully prepared for (_____).

I enjoyed COA very much. It was both fun and academically quite rewarding.

I think the College program is outstanding, And there is no reason why anyone who really wants to cannot learn a trade or get a quality education while enrolled there.

I enjoy going to school at the College of Alameda, and all facilities offered here, I appreciate, and I am using them to a full extent I can. Thank you to all of you responsible in implementing such various benefits.

The short time I was enrolled at the College of Alameda, I found it to be a very interesting enjoyable learning experience

Keep up the Good Work.

College of Alameda was not only the most convenient school I have attended, but the most pleasant. All of my instructors worked conscientiously. I have retained much of what I was taught. The architectural layout of the campus was very pleasing also.

Excellent Drama Dept — Would Love to return to (_____) class if time would permit.

Need more math classes in higher divisions.

Need more science classes in higher division (Chem. Bio. Physics).

Need less time and money spent on Ethnic Background classes in order to learn about mankind in general. Specialized classes in ethnic background should be made available to Jr. High & High School students as electives & should not clutter up a college curriculum.

I found the Fashion Art Dept. at COA to be most helpful in my field and out on the job. I am prepared the best as any student could have been. I have found that compared to the private design schools in S.F., I am much better prepared by my educational background. All I can say is thanks for a great department.

I don't know why you sent me this. I took one night course in classical guitar when I was a senior or junior in high school. Eventually I dropped the class. Some day in the future I will take other miscellaneous courses not related to my field, i.e.; fun classes.

I would like to request college of Alameda to offer courses in English that deals in diction & pronunciation. () have this course. Alameda has an unusually high concentration of Asian immigrants particularly filipinos who would be delighted to attend this course. This course is geared to correct foreign national's heavy accented english.

I enjoyed attending C.O.A. The teachers were good, & helpful, especially () in my () class.

Instructors are adequate, but some subject matters overly simplified. Curriculum does not prepare for future studies in a four-year institution.

Transfer courses at C.O.A. do not begin to prepare a student for the academic program at ().

I started Ala. College courses at the Encinal High School Building during construction of College of Alameda. This instruction was superior in quality. —

I enjoyed going to College of Alameda very much. For one thing the experience we received as far as () was not sufficient to get a job. Also the fact that only one teacher is available to teach anatomy-physiology is ridiculous. This classes should be available on Saturday or at night for people who have to work. Also almost half of the class enrolled in these two classes fail to pass the class & have to take it again. There must be something wrong.

I enjoyed it the first year and became exposed to a lot of new types of people. However I became bored my second year and this was due to the fact that many of the instructors were too lax with their students in academic terms. There were a few who were extremely beneficial to my education and these people include (, ,) all excellent instructors in (, ,) respectively.

During my high school years, I did not receive proper counseling. So I didn't know what I really want in life, as in education. To what field I should enter or specialize. Counseling is not easy with me because I don't know what to expect in each field.

I had very little experience at Alameda. I only took several classes; which I need to graduate from (). Therefore I am not a good judge.

My educational experience is somewhat unusual, so it isn't quit appropriate for the survey. But I would like to give a "gold-star" to the personal service apparel design department. I especially wish to mention ().

I had pleasent experiences at the College of Alameda. I feel that a duplication in efforts are being made by each of the four community colleges offerring basically the same type of programs.

I highly recommend that one of the Community Colleges in the Area specialize on students transferring to four year schools or Universities.

It was very exciting and educational after an absence of over 20 yrs from school.

My general experience upon returning to College were very good. I did have a great deal of trouble obtaining my A.S. in Aeronautics. It had never been awarded at the time and they weren't sure of the requirements, even though they were outlined in the Catalogue. One of the two instructors in my major was excellent the other was very Poor at best. I thoroughly enjoyed the other courses I took.

In general my experience at COA was excellent. I was impressed with the quality of the courses offered - though there were some that were rip offs. The patience and commitment of the instructors was outstanding. The concern and willingness to aid students with academic problems is unequalled at the State College I now attend. The preparation for courses taught I found to be thorough and recent than some courses at State.

The heterogeneity of classes contributed much to my pleasure. The diversity of classes offered was stimulating. The innovative approaches utilized by many of my instructors at COA were productive of a great deal of enthusiasm and response from students.

My experiences with counselors were uniformly bad. I made appointments with 4 different counselors while there - got stood up twice and received either wrong or no information the second two times - any idiot can hand out a mimeographed sheet with the instruction, "Take 2 of each and you'll be all right!" I found the information sought from instructors during office hours more accurate & reliable - I feel very bitter about the counseling - though I hear it works for some students. Apparently I picked the wrong counselors.

An excellent school, excellent classes, excellent instructors, and provided an excellent foundation for my work at ().

The teaching at night is very poor. The courses offered at night is limited and not challenging. Only went to Ala. because it was close to where I lived. Would not recommend it to anyone.

I don't care for the School. The instruction was generally poor, certainly not up to the standards of () - just equal with (), and that's bad! At (), however surprising it might sound, I felt that I was attending a real college with mature students who care about their classes - and instructors who, generally, looked at their students as mature, responsible adults-Alameda, both in the attitude of the students and particularly the instructors was High School RAH! I was in my early 20's and married - 15 units short of a B.A. When I attended Alameda because of change in major, yet I was treated as a . . . Forget that. But it could have been me too. I might have just enjoyed myself so much at () nothing could match up.

In comparison with the first college I attended () the courses offered generally seemed easier. That is to say, the degree or difficulty in obtaining an A grade at () was somewhat higher than that at Alameda. However, despite a less competitive atmosphere, I felt I did benefit a great deal attending C.O.A. I particularly enjoyed courses taught by (, , and). ??? spelling, difficult reading!

I was satisfied with the auto mechanics program as far as it went, but I feel it did not go far enough. To prepare a student for entry into the trade, I think, he ought to go to school all day, 5 days a week for about 2 years.

When I was a student at Alameda my only concern was transferring to (), so naturally the courses I took were focussed around this objective. I was not too concerned about what went on at school, I just went to class and back home. All in all, I didn't particularly like the school, but it was functional as far as providing services in preparing students to transfer, in the extent that it offered transferable courses.

Dear Project Staff:

I would like to be of aid in your study, but I believe certain factors preclude me from being an appropriate subject for your aims. Primarily, I was not enrolled as a regular continuing student with a major or degree objective. I already hold a master's degree (psychology) and simply took one course - a film appreciation course - for my own enlightenment. In fact, I rarely attended any classes per se, usually only going to the films covered by the course syllabus. Although I did enjoy the experience I feel it would not deem me being considered a "student" in the usual sense.

I enjoyed the courses I was able to take. I would like to take more classes in various areas; but cannot arrange to attend at nights or Saturdays in the future.

At some time I hope to be able to transfer to a 4-year College or University. I do not know what my major will be; so am taking various classes at the Junior College to determine my interests & abilities.

The one course I took was just what I needed and wanted at the time - Medical Terminology. I plan to attend more classes as new interest develop and my time and the time subjects are offered are in agreement. I would like "Small Business Management" in the evening! Everyone I have come in contact with has been very pleasant at the college.

C.O.A. presents a near perfect atmosphere for the student to become attuned to the differing aspects of college life. Counseling was one area that could be greatly improved. Improvements could be made by way of the counselor being prepared so that the uninformed student could be given concrete advice & information and not have to rely upon misinformation. I would like to make it clear that this does not include all counselors at C.O.A. However, it was up to me to separate fact from fiction before I felt the necessity to change to another counselor. One other area of weakness involves the amount of required readings. Upon transferring to () I found that the required reading assignments tripled. I was not prepared for this which nearly led to an early (1st Qtr.) __?__ I would like very much to be on C.O.A.'s Mailing list. The two things mentioned above notwithstanding, C.O.A. is the J.C. to attend!! Good luck on your project!

I had a very interesting time while attending Alameda. My English classes I liked very well, my Biology Classes I like except the labs too long. But I might will be looking forward to coming back but attending nite classes.

I thoroughly enjoyed the learning and social climate at COA, and after attending () for 2½ years, I feel that the quality of education and the manner in which it is presented surpasses (). The instructors at COA are more interested in their students as a whole and are not stagnating as are the Ph.D's at (), My only regret is that I did not realize what a pain () would be in terms of "educating" myself. I feel that I learned more at COA, both in my Major and about people personally, than I have at (). The pressure at () does not seem to exist at COA, and students are able to progress at their own level rather than on a competitive basis. More Community Colleges nationwide, please!

After leaving Alameda I enrolled at () & was tested for Placement. I think Alameda should follow this example. At () I was advised to take English at once, an opportunity I couldn't receive at Alameda because all classes were full. English was never stressed as a major subject for Freshman.

I would have probably stayed at Alameda had I received Any type of an English Course or been advised to take one as soon as possible.

Could it be a requirement that freshman be enrolled in English during the First Qtr.

I would like to know about, if you have evening classes on botany or welding.

Thank you.

Very pleasant — as an older couple we enjoyed the opportunity to take courses and/or increase skills in fields we had not had time (or interest in?) when of college age. Hope to "reappear" when gas-time-and appealing subjects prompt us.

I felt the College of Alameda was a well run, friendly college. There is only one comment I would like to make that is detrimental to the college. That is the lack of discipline I found in some of my classes. Many students especially those right out of high school though class was some kind of joke & often disrupted classes by speaking out loud, senseless arguing with the instructor or being tardy, leaving early or generally making a nuisance of themselves & disturbing others.

When I first attended COA, it was only one quarter old. At this time, the college was not up to par in being effective for transfers.

After having spent 2 quarters at COA I transferred to () & received my AA then transferred to (), when I received my AB in Architecture.

Now that I think about it, I've always felt that COA was geared towards the trade type of curriculum.

Semi Retired.

I attended Silk Screen and Art classes as a hobby only. I reside near the College and saved on tuition and transportation by attending the College.

I first enrolled at COA in September of 1971 while stationed at the Naval Air Station. The following year I enrolled as a full time student while working partime at Oakland International Airport. After graduating from COA in August of 1973 I transferred to () for my junior year as a government major. My GPA dropped from 3.9 to 3.7 so I feel I was academically prepared. The fall of 1974 I transferred to the (), changing my major to education. I will be graduating with my B.A. in May. My GPA at the () is 3.85 and I've been able to finish my degree in a normal period of time. Having had two transfers, I think COA did an excellent job counseling me on what to take. My wife also attended COA and has had good success. By and large I feel COA did a great job, and it's one of the best experiences I've had. I believe strongly in the 2 year college concept, I believe COA is one of the best. Thanks.

Alameda was most helpful and a very enjoyable campus.

I enjoyed the College of Alameda but I found there are more night classes offered at () and also () is closer to my home.

The College of Alameda is Great.

Would like to have stayed on, but the burden of working & going to College with a family to take care of was too strenuous. I do plan to get a degree in the future.

My experiences were positive. It is a good JC. I was able to work there as well as study — my 2 years went well. I enjoyed the College too, because it was small and therefore personal. It gave to me, at least, what I might need for a higher institution — although I had the freedom to respond to that according to my desire and ability at the time. COA was not as demanding as College now and while I think higher standards should be expected often, I'm also happy that I had the opportunity to take a slower pace then and explore (and enjoy myself) without strong academic pressures. And you have some good teachers there. My experiences were much better than ().

Excellent academic & personal experiences with (_____ , _____ and _____ , _____).

I think the reason for me going is because its on quarters, but afterwards it turned out to be a very good place for me because you could get personal with the instructors, and I sense a feeling that they felt what I felt. And the relationship became real.

"How can you understand"

Where I am going,

If you don't know where

I've have been.

I was in the Medical Assisting Program for 2 years. My 1st year was attended while concurrently going to high school. This prevented me from taking enough General Education to fulfill the A.S. degree. Very few colleges accept the classes offered in this program, so I lost almost all the units I took — about 45 lost. This has set me back in my college career severely. I wish I had been told of this before I decided to do without the degree, as I will be going on to graduate school after my B.S. degree, and its going to take a lot longer than I expected.

Good place —

Good caring Staff —

Friends of mine who have attended were unable to cope with hassling in halls & outside the building by students of another race.

I enrolled in the College of Alameda to take one specific course in aircraft engines. This course was only offered at College of Alameda & I had to have permission from (_____) to take an out of district course. Airplanes are strictly a hobby with me.

CLEAN UP OUR SCHOOL!

CLEAN OUT THE FILTHY, PORNOGRAPHY THAT'S DEGRADING THE SCHOOL'S ATMOSPHERE!! and tell your MALE STAFF TO KEEP THEIR HANDS TO THEMSELVES! (_____) classes! Filth! Filth! Filth!

So you say the students enjoy the obscene reading material they may too, but they don't know that this junk is killing their minds. Degrading them to the point where they'll look at any female with LUST. or any male with lusts. I Dislike those Obscene Filthy paintings of those nude women hanging in the library, I think they're insults to our female students. (as of now winter, 1975) III. PERSONAL COMMENTS — Thank you — I was waiting for this! It's bad enough hearing students speak filth But: I disliked the way some teachers used raw, filthy! language in classroom and during class time, they think they're "in" with the students if they talk in such a degrading manner, sure! The students laugh, but I think it stinks. I disliked some of the books they had in stock in the book store, I'm speaking of those raw, dirty, obscene pornography magazines — besides the dirty paperbacks (even some of the textbooks!) I also disliked the way some of the male teachers trying to take advantage of our female students, one time a while back, I had a strong urge to SOCK one of the male staff on campus for trying to pinch my sister.

I took an English class one time, the teacher wanted us to read 10 stories, then use a certain method of writing to evaluate each story. The teacher said we could not read any other stories as substitutes for the 10 she assigned and still use the method of writing she assigned. I thought that this was unfair, I even asked the teacher personally about this, and her firm reply was still "No". I protested by Reading only 2 of the stories. The other eight stories belonged in the Devil's Garbage can.

I can go on, but I'll stop here.

COA was one of my memorable experiences thanks to _____ , _____ , _____ , _____ , _____) and my fellow students. I hope to join them all again soon.

I think that as a growing College as you are, you will be a great asset to all. Like anything else you have keep hanging in there.

I go to (_____) and I do all of those things here and not there (you know what I'm talking about!)

It was a wonderful experience that I will never forget. The instructors were all good and very helpful. I plan to return for a few interest courses in the future.

The air facility over sold the job market in aviation. The wages paid by small operator's is just not enough to live on.

My only regret is not getting an AA degree.

At time of enrollment classes were full — took unrelated classes. Lost interest.

As a general rule the educational facilities are adequate. I attended Alameda College to better my educational background in hopes of a Business Management position in time. I had been out of any formal study program for 18 years and found I had to put out quite a bit of extra effort. I feel it will be worth it.

I am amazed at the amount of students who are attending Alameda College in name only! They go to class just enough to keep from being dropped. Most of their time is spent in the cafeteria playing cards or in general killing time. I feel this is a waste of the College program. If they want to study & better their education fine; if not then quit and make room for someone who wants to advance. Attending college to qualify for welfare or financial aid is an affront to the system. Pay to those deserving but not to the loafers.

I enjoyed my years at COA. The science classes I had there were in many ways superior to ones I'm having at (_____). (_____ , _____ & _____) were excellent instructors & one doesn't always appreciate them until you have instructors of poorer quality. (_____) in the Music Dept. is also excellent. The atmosphere on campus when I was there was friendly & very comfortable. The instructors I had overall were a big help to me & I feel very grateful for the help & encouragement given to me.

I am not really qualified to judge the school as I went for less than a quarter. I took 2 Art classes but felt the dept. was less than adequate. Of course the school was very young at the time and I probably didn't give it a chance.

I took one of (_____) music theory classes & learned quite a lot. A very good teacher. Alameda College impressed me very much the short time that I attended. Keep up the good work!

When I was attending Alameda it was a very enjoyable experience for me. I took a 4 hr. class 5 days a week. It was an office occupational course, which consisted of Math, English, Business Machine, shorthand, personal appearance, etc. Everything relating to becoming a Secretary. My teachers (_____ and _____) were very helpful and concerned with all students. While attending Alameda they were instrumental in helping me obtain a part-time job at Laney.

I think the College of Alameda is very good, your 1970-71 questionnaire I don't think I can answer for I did not attend in those things in 1956 I taken as a trade cosmetologists. In 1960 trade in Millinery. I hope this is some answers to questionnaires.

I feel the administration wasn't very helpful with information in advancing to other schools, or job placements during attendance at the College of Alameda.

- - - - -

I do not feel in an appropriate position to comment on my experiences at the College of Alameda due to my limited participation there as a student. I graduated from Oakland High School in the summer following my junior year and because of a resulting late application as a freshman to the (_____), was admitted to the Winter Quarter, 1971. So as not to remain out of school during the Fall of '70 and to strengthen what would otherwise have been a deficiency because of not attending the senior college preparatory course of Study at Oakland High, I took a precalculus mathematics course (Math 3) at the College. This course represents the extent of my experiences at the College save for deriving considerable pleasure from frequenting the excellent little library on campus having a very nice choice of books within the limits of the resources. I should like to mention that the course was very enjoyable and that I can think of no one else who would have made a better first-college-course instructor than (_____), who not only was an excellent teacher but, being a (_____) alumnus, was very helpful regarding information concerning the (_____). My choice of community college for the above purpose was not arbitrary, however, the College of Alameda is well noted for its quality of academic preparation for (_____). This feeling has been well borne out by both my wife's and brother's attendance there.

- - - - -

Gained little of personal value from (_____). Completed course & did paper but missed final so wanted to negotiate grade change with instructor who was no longer available.

- - - - -

Thoroughly enjoyed (_____). Great class — stimulating instructor — learned a lot!

- - - - -

I have not answered certain questions, because, they do not pertain to my particular situation — I am employed full time, and still attend C.O.A. full or part time evening. Receive G.I. benefits.

- - - - -

Due to my employment I find it hard to attend any school in my trade. Shift changes and different days off changes and driving distance make it hard. Maybe some other time thank you.

- - - - -

I mainly attended on/again — off again over the last 4½ years. Finally will be transferring to a 4 year school. I greatly enjoyed my learning experience at C of A. Have made many friends there, students as well as instructors. Hopefully my pursuits at (_____) will be as rewarding.

- - - - -

I found the teachers at C of A to be tuned in to communicating with students. Their attitude, combined with good teaching qualities lead to good educational experiences within the classroom.

I found that C of A suffered (as do most junior colleges) from the lack of sufficient lower division required courses. Students (mostly 1st quarter) had to take classes which had little or no interest for them to maintain a position within school. Lack of interest leads to no educational advantage as students get poor grades, drop out of class, and drop out of school. Many students having college potential became discouraged with school.

In general, at the completion of five quarters at C of A, (_____) was a welcome relief. I do not mean this in a negative tone as I had simply outgrown C. of A. I have taken a couple of night classes at C of A since leaving and will take more in the future.

- - - - -

My general experiences at C.O.A. were varied, interesting and generally amusing — I found the social science dept. to have been in need of a broader more intense field of academic endeavor not just Eng. 1A or 1B. However I must say that I did enjoy the faculty and the relationship that they had with the student body, and I noticed that my political science professor is now one of the deans at C.O.A., (_____) — I enjoyed him very much as a professor — I hope he is as good an administrator as he was a teacher — In the earlier days of C.O.A. when classes were held at Encinal High School we were treated as intelligent adult human beings — This atmosphere was greatly changed when we opened the new campus — I'm also sorry to see that more of the student body is from outside of Alameda and I absolutely refuse to allow my wife into that area at night. No amount of

education or lack of education will change my opinion of the atmosphere that is now generated in your area in the evening.

I would like to see more courses offered in the evening — for example Economics 1. I can get Econ II, but not I — there are other courses as well — I would like to see the same courses offered during the day — offered at night for those students, such as myself, who have to work 5 days a week and can only attend at night and Saturday.

All in all, however, Alameda should be very proud of it's college. I've really enjoyed going and I know of many other students who feel the same as I do.

The Science and Math department needs more developing — () gets a hell of a lot more because it has more minority students going there — more language courses offered at more times — more art courses offered. — The night class are much, [much too] general. The whole school is much too general — very limiting — that's one reason why I quit.

The 2 instructors that I thought were outstanding in every respect were () (Automotive) & () (Automotive).

I'm planning to stay in the marine corps and I'll go back to College in a few years.

Superior teaching staff in the Fashion Arts Department.

I attended College of Alameda as an evening student. I had a good experience of having some good teachers, liked the atmosphere of the college. But my only disappointment was that the College did not offer enough variety of courses for evening students and did not have continuous programs to work towards AA degree.

That's why I was obliged to transfer to another junior college.

I attended the College in order to supplement my concurrent high school education. I was quite impressed by the concern for, and interest in, students shown by the faculty. The size and atmosphere of the classes made them very enjoyable.

I feel that four year colleges are, almost by definition, more difficult than two year colleges and that the College of Alameda should not further try to emulate a four year college in the level of classes, class atmosphere, grading or other areas. The academic level of two year colleges, although quite below that of four year colleges, serves a very vital function as a non-intimidating introduction to academic study for persons who might otherwise be overwhelmed by the size, bureaucracy or level of study found in many four year institutions.

Thank you for your Concern.

As far as the college it's really fine but I could see how some students can get discouraged by the way the instructors only talking by my experience in the D.A. Program was. If you really didn't make a A or B you weren't helped that much. They took time with those who passed with flying colors. But I just knew that I wasn't going to let their actions bring me down. But mostly all the girls who past with an A or B got job placements while still in summer training but I bet you no Black one's did.

The classes I took did help a great deal when I started work. The students were very friendly and I enjoyed most of my classes.

The teachers seemed very willing to help out when ever they could.

I enrolled at Alameda College to supplement my units at (_____) in order to expedite receiving an Instructional Aide Certificate. Some of my units—Alameda weren't honored at (____). I didn't inquire as to the reason.

I'm happy to see that Alameda now requires a new student to see a counselor.

Although you have not asked about the Bookstore, I wish to comment on the way the books are sold at the beginning of quarters. I suppose filling out a form and waiting outside is because of the size of the bookstore, but I for one would like to be able to see the books, as this sometimes affect my decision to take a class.

I have yet to stand in line and not have someone comment about the manner in which the books are sold.

I certainly prefer the way (_____) handles it.

— — — — —

I attended for one year, my first year. I knew my high school grades were not good enough in certain subjects to go to a 4-year college. My counselor who knew I was going into nursing had me taking Algebra and Math etc. which a nurse doesn't need.

As a result, I'm a year behind in my studies because only 31 of my classes for that whole year of school were transferable. I was told that I couldn't (wouldn't) be accepted to the (_____) unless I had these. Well, I was accepted and am doing just fine. The counselors ought to get their stuff together.

If I sound bitter, I am.

— — — — —

My class in (_____) was very thorough, well organized and offered me a good example of what I think should be considered college level work. More classes at the college level should be offered at the junior College level. I think many students drop out mid-term because not enough is expected of them and they feel they are wasting their time in many junior college courses.

— — — — —

I felt I was attending a continuation of High School. There seemed a lot of racial pressure. There seemed to be no real commitment demanded of the student it seemed only a place to be if there was nothing else for them.

— — — — —

I'm sorry if I had go ____? ____ . The classes that I wanted I would have stayed on at Alameda, but the classes were always filled. I was put on the waiting list. So eventually I got bored, frustrated and dropped out. I plan to come back to Alameda, being that you have Saturday classes. That would be very convenient for me.

Thank you.

— — — — —

APPENDIX D
1970-71 STUDENT FOLLOW-UP STUDY

SURVEY INSTRUMENT



COLLEGE OF ALAMEDA

555 ATLANTIC AVENUE • ALAMEDA, CALIFORNIA 94501
(415) 522-7221

Code: _____

1970-71 STUDENT FOLLOW-UP PROJECT QUESTIONNAIRE

Dear Former Student,

If the College of Alameda is to appropriately serve and meet the needs of its current and future students it becomes vital that we have some feedback from you, a former student, regarding the kind of job you feel we did while you were enrolled, and what kinds of activities you have engaged in since you left the College. If you are still enrolled at the College please respond to questionnaire items which are appropriate to your situation.

You are one of 2500 former students selected at random from the Fall, 1970 and Fall, 1971 entering classes at the College of Alameda. Please help us with our research project by filling out and returning the following questionnaire as promptly as possible. It should not take more than 15 minutes of your time. When you have finished, just fold, seal and drop the questionnaire in the mail. By helping us you will also help to provide a more meaningful education for future students at the College of Alameda.

I'd like to stress that your individual responses will be held in complete confidence. The code number on your questionnaire is for data processing purposes.

Thank you for your assistance. I expect a very general summary of the data to be available in late June. If you would like to have a copy of the summarized information please contact me by letter or phone at the College of Alameda.

Sincerely,

Linda L. Medsker
Director

1970-71 Student Follow-Up Project

The numbers preceding the response choices are for data processing purposes only. PLEASE IGNORE THEM.

INSTRUCTIONS: Check only *ONE* response unless the question itself contains other instructions.

I. GENERAL INFORMATION

ALL STUDENTS PLEASE ANSWER

1. In what year did you first enroll at the College of Alameda?

0 ____ Fall Quarter, 1970
1 ____ Fall Quarter, 1971

2. What was your age at the time you first enrolled at the College?

0 ____ 16-18
1 ____ 19-21
2 ____ 22-24
3 ____ 25-27
4 ____ 28-30
5 ____ 31-35
6 ____ 36-40
7 ____ 41-45
8 ____ 46-50
9 ____ 50 or older

3. What is your sex?

2 ____ Female
1 ____ Male

4. What do you consider as your primary racial or ethnic background? (Check one only).

1 ____ American Indian/ Native American
2 ____ Black/ Afro American
3 ____ Chicano/ Latin American
4 ____ Oriental/ Asian American
5 ____ White/ Caucasian
6 ____ Other (Specify: _____)

5. What was your marital status at the time you enrolled?

1 ____ Single
2 ____ Married
3 ____ Divorced or separated
4 ____ Widowed

6. Were you a veteran at the time you enrolled?

1 ____ Yes
2 ____ No

7. What was the highest level of education you obtained prior to enrolling at the College of Alameda?

1 ____ elementary school
2 ____ some high school
3 ____ high school diploma or GED
4 ____ post-secondary school except college (example: a trade, business, cosmetology school, etc.)
5 ____ less than one year of college
6 ____ two or three years of college
7 ____ Bachelor's Degree
8 ____ some graduate school
9 ____ graduate degree

8. Which high school did you last attend?

01 ____ Alameda High School
11 ____ Albany High School
21 ____ Berkeley Senior High School
40 ____ Bishop O'Dowd High School
41 ____ Castlemont Senior High School
42 ____ Dewey High School
31 ____ Emery High School
02 ____ Encinal High School
43 ____ Fremont High School
44 ____ Grant High School
45 ____ Holy Names High School
46 ____ McClymonds High School
47 ____ Oakland Senior High School
48 ____ Oakland Technical High School
51 ____ Piedmont Senior High School
49 ____ Saint Elizabeth High School
04 ____ Saint Joseph's Notre Dame High
22 ____ Saint Mary's College High School
4 ____ Skyline High School
99 ____ Other: (_____)

Name of High School

City, State

9. If you had completed other college work prior to attending the College of Alameda where had you previously been enrolled? (Check as many as apply).

____ no other college work
____ Laney College
____ Merritt College
____ Laney and Merritt Colleges
____ another community college in California
____ a community college in another state
____ a four-year college or university in California
____ a four-year college or university in another state
other (specify: _____)

10. What is the highest level of formal education obtained by your parents, and if married by your spouse at the time you first enrolled? (Check one in each column).

Father Mother Spouse

1 ____	1 ____	1 ____	elementary school
2 ____	2 ____	2 ____	some high school
3 ____	3 ____	3 ____	high school diploma or GED
4 ____	4 ____	4 ____	postsecondary school (except college; example: business college, cosmetology school, etc.)
5 ____	5 ____	5 ____	some college
6 ____	6 ____	6 ____	Bachelor's Degree
7 ____	7 ____	7 ____	some graduate school
8 ____	8 ____	8 ____	graduate degree
9 ____	9 ____	9 ____	don't know
		0 ____	does not apply (not married)

11. How important were the following in influencing your decision to attend the College? (Please respond for each factor).

Very Import- tant 3	Some- what Import- tant 2	Not Import- tant 1
------------------------------	---------------------------------------	-----------------------------

___	___	___	low cost
___	___	___	close to my residence
___	___	___	vocational/ technical programs offered
___	___	___	academic subjects offered
___	___	___	veterans benefits available
___	___	___	financial assistance available
___	___	___	to avoid the draft
___	___	___	size of the college
___	___	___	campus atmosphere
___	___	___	best friends planning to enroll
___	___	___	wasn't sure what I wanted to do
___	___	___	opportunity to work while attending
___	___	___	to test my ability to do college work
___	___	___	couldn't qualify for admission to a four-year college or university
___	___	___	advice of a high school counselor or teacher
___	___	___	other (specify: _____)

12. What was your primary educational objective at the time you enrolled at the College of Alameda? (Please read through all choices before responding. Check one only).

1 ___ to take classes I would enjoy or which would help me on the job, with no particular degree in mind

2 ___ A.A. degree, A.S. degree, or Certificate of Completion in a vocational or technical program

3 ___ A.A. degree or A.S. degree in an academic area with no plans to transfer

4 ___ A.A. degree or A.S. degree and transfer to a four-year college or university

5 ___ to transfer to a four-year college or university without obtaining an A.A. degree or A.S. degree

13. Did you achieve your original educational objective as stated in the above question?

1 ___ Yes
2 ___ No

14. If you withdrew from the College of Alameda at any time before achieving your educational objective what factors were important in your decision to withdraw? (Please respond for each factor.)

Very Import- tant 3	Some- what Import- tant 2	Not Import- tant 1
------------------------------	---------------------------------------	-----------------------------

___	___	___	needed to work full time
___	___	___	overburdened by combination of study and work
___	___	___	poor grades
___	___	___	classes I wanted were closed
___	___	___	I needed special help in English
___	___	___	I needed special help in Math
___	___	___	poor study habits
___	___	___	qualified for but couldn't get financial assistance
___	___	___	didn't qualify for financial assistance
___	___	___	child care wasn't available
___	___	___	family problems
___	___	___	health problems
___	___	___	social problems
___	___	___	military re-location
___	___	___	lost interest
___	___	___	Other (specify: _____)

- 15a. If you withdrew did you seek counseling or other assistance before you left?

1 ___ Yes (Specify assistance sought: _____)

2 ___ No

- 15b. Did you later re-enroll at the College?

1 ___ Yes

2 ___ No

16. What was your intended major at the time you first enrolled?

1 ___ vocational/ technical (Specify: _____)

2 ___ academic (Specify: _____)

3 ___ general

0 ___ undecided

17. Did you change your major after your first enrolled?

1 ___ Yes

2 ___ No

18. Approximately how many quarters did you complete at the college?

0 ___ Less than one

1 ___ One

2 ___ Two

3 ___ Three

4 ___ Four

5 ___ Five

6 ___ Six

7 ___ Seven

8 ___ Eight

9 ___ Nine

- ___ Ten

& ___ More than 10

19. During most quarters I was a:

- 1 ☐ Full-time student (enrolled in 12 or more quarter units)
 2 ☐ Part-time student (enrolled in fewer than 12 quarter units)

20. During most quarters I was primarily a:

- 1 ☐ Day student
 2 ☐ Evening student

21. Approximately how many units have you completed at the College? _____

22a. If you are not currently enrolled, what was your final cumulative grade point average? _____

22b. If you are currently enrolled what is your latest cumulative grade point average? _____

23. While you attended the College to what extent did you participate in:

	Extensively 2	Some 1	Not at all 0
Student government	☐	☐	☐
Clubs and organizations	☐	☐	☐
College-wide committees	☐	☐	☐

24. While you attended the College were you aware that the following services were available to you?

	1	2
Counseling	☐ Yes	☐ No
Financial aid	☐ Yes	☐ No
Placement	☐ Yes	☐ No
Tutoring	☐ Yes	☐ No
Student Activities	☐ Yes	☐ No

25. While you were enrolled at the College how often did you use the following campus services, and how would you evaluate the ones you used?

SERVICES	FREQUENCY				QUALITY		
	3 or more times per quarter 3	once/twice per quarter 2	only once or twice 1	Never 0	Good 1	Fair 2	Poor 3
Counseling	☐	☐	☐	☐	☐	☐	☐
academic advising	☐	☐	☐	☐	☐	☐	☐
personal career testing	☐	☐	☐	☐	☐	☐	☐
Financial Aid	☐	☐	☐	☐	☐	☐	☐
Placement	☐	☐	☐	☐	☐	☐	☐
Tutoring	☐	☐	☐	☐	☐	☐	☐

26. What were your general impressions of the admissions and records procedures? (Check as many as apply).

- ☐ Registration went smoothly with few hassles
☐ Registration was a hassle
☐ Staff was friendly and helpful
☐ Staff members didn't seem to care
☐ Procedure for obtaining or sending transcripts was efficient
☐ Procedure for obtaining or sending transcripts was inefficient
☐ Comment: _____

27. During the time you attended the College of Alameda to what extent did you make use of the campus library?

☐ Never went into the library. (Skip to question 28.)

Frequency 2	Occasionally 1	Never 0	
☐	☐	☐	Used library as place to study
☐	☐	☐	Checked books out of library
☐	☐	☐	Checked magazines out of library
☐	☐	☐	Used reference books in library
☐	☐	☐	Used periodical indexes in library
☐	☐	☐	Read daily newspapers in library
☐	☐	☐	Used reserve books in library
☐	☐	☐	Checked paperbacks out of library
☐	☐	☐	Consulted the librarians for information
☐	☐	☐	Read library books related to my courses
☐	☐	☐	Read library books strictly for personal pleasure

28a. Do you ever return to the College to attend one or more classes?

- 2 ☐ Frequently
1 ☐ Occasionally
0 ☐ Never

28b. Are you currently enrolled at the College of Alameda?

- 1 ☐ Yes
2 ☐ No

29. Are you aware that the College now offers Saturday classes?

- 1 ☐ Yes
2 ☐ No

30. Did you complete an English composition class during the first or second quarter in which you were enrolled?

- 1 ☐ Yes
2 ☐ No

31. Did you receive an A.A. or A.S. degree or Certificate of Completion?

- 1 ☐ A.A.
2 ☐ A.S.
3 ☐ Certificate of Completion
0 ☐ No (Skip to Part II.)

32. In what major was your A.A. or A.S. degree or Certificate of Completion?

- 11 ☐ Data Processing
12 ☐ Office Education
13 ☐ Business Equipment Technology
21 ☐ Fashion Arts
22 ☐ Upholstery
31 ☐ Dental Assisting
32 ☐ Medical Assisting
41 ☐ Aircraft Flight Operations and Pilot
42 ☐ Aircraft Power Plant
43 ☐ Airframe Mechanics
51 ☐ Auto Body and Fender Repair
52 ☐ Auto Mechanics
53 ☐ Diesel Mechanics
99 ☐ all others (specify: _____)

34. Why do you feel you did not find a job related to your major? (Check as many as apply).

- ☐ Didn't have the right contacts
☐ Didn't want to move to another city or county
☐ Didn't put forth enough effort
☐ Didn't have all the training required for the job (please briefly specify what training / you were lacking: _____)
☐ Other (Specify: _____)

35. Did you obtain your job through the efforts of a College of Alameda instructor or the College Placement Office?

- 1 ☐ Yes, an instructor
2 ☐ Yes, the College Placement Office
3 ☐ No
4 ☐ No, did not seek employment

36. Do you have plans for training in another field?

- 1 ☐ Yes
2 ☐ No

37. In general, how would you rate the quality of the technical/vocational program in which you were enrolled at the College?

Excel- lent 3	Good 2	Fair 1	Poor 0	
☐	☐	☐	☐	Quality of instruction
☐	☐	☐	☐	Up-to-date equipment
☐	☐	☐	☐	Attitude of instructors
☐	☐	☐	☐	Instructors' efforts in helping students obtain a job upon completion of the program.
☐	☐	☐	☐	Other (specify: _____)

38. Did you transfer to a four-year college or university?

- 1 ☐ Yes (Please answer questions 39-48).
2 ☐ No (Skip to question 49).

All other majors please answer:

39. Have you transferred from the College of Alameda to a four year college or university?

- 1 ☐ Yes
2 ☐ No (Skip to question 49).

40. I transferred as a:

- 1 ☐ Freshman (fewer than 45 quarter units completed)
2 ☐ Sophomore (45-89 quarter units completed)
3 ☐ Junior (90 or more quarter units completed)

41. Please indicate the four-year college or university to which you transferred: _____

42. What was your major after you transferred? _____

II. SPECIFIC INFORMATION

VOCATIONAL/ TECHNICAL MAJORS ANSWER QUESTIONS 33-38

ALL OTHER MAJORS ANSWER QUESTIONS 39-48

Vocational/ Technical Majors only:

33. Did you obtain a job directly related to your major?

- 1 ☐ Yes (Please skip to question 35).
2 ☐ No, I obtained an unrelated job
3 ☐ No, I did not seek employment
4 ☐ No, I did not obtain employment

43. Once you had transferred, did you have to take any lower division prerequisites for your major that had not been offered at the College of Alameda?

1 ____ Yes (Please state which courses: _____

_____))
2 ____ No

44. In your opinion, how might the College have better prepared you academically to transfer? _____

45. What other kinds or quality of services might the College have offered to ease your transition to a four-year institution? _____

46. Did your grade point average rise, remain the same, or drop after your first quarter or semester at the college or university to which you transferred?

3 ____ Rose
2 ____ Remained the same
1 ____ Dropped

47. In approximately how many units did you enroll during your first quarter or semester at the four-year college or university to which you transferred?

1 ____ fewer than 9 quarter or 6 semester units
2 ____ 9-12 quarter or 6-9 semester units
3 ____ more than 12 quarter or 9 semester units

48. Have you obtained your B.A. or B.S. Degree?

1 ____ Yes, I was awarded my degree in _____
(month/ year)

at _____
(name of institution)

2 ____ No, I am still pursuing my studies.

3 ____ No, I withdrew in _____
month/ year

because _____

ALL STUDENTS PLEASE ANSWER

49. What are you doing now?

1 ____ Employed full-time (occupation: _____
_____)

2 ____ Employed part-time (occupation: _____
_____)

3 ____ Employed part-time and enrolled in college
(occupation and name of college: _____
_____)

4 ____ A full-time student

5 ____ A full-time housewife

6 ____ Unemployed, but looking for work

7 ____ Unemployed

50. What is the highest degree you eventually plan to obtain?

1 ____ A.A. or A.S.

2 ____ B.A. or B.S.

3 ____ M.A. or M.S.

4 ____ Professional or doctorate

51. Do you ever attend Community Services sponsored functions at the College of Alameda, and what is your general impression of them?

SERVICES	FREQUENCY			QUALITY		
	Frequently 2	Occasionally 1	Never 0	Good 1	Fair 2	Poor 3
Film Series	_____	_____	_____	_____	_____	_____
Lectures	_____	_____	_____	_____	_____	_____
Workshops (Senior Citizen Workshop, etc.)	_____	_____	_____	_____	_____	_____
Musical performances	_____	_____	_____	_____	_____	_____
Dramatic productions	_____	_____	_____	_____	_____	_____
Art Shows	_____	_____	_____	_____	_____	_____
Science or other exhibits	_____	_____	_____	_____	_____	_____
Recreational events (tennis tournaments, etc.)	_____	_____	_____	_____	_____	_____
Short courses ("Sailing for Speed", etc.)	_____	_____	_____	_____	_____	_____

52. How do you generally learn about Community Services functions at the College of Alameda?
(Check as many as apply)

- ☐ Radio and TV announcement
- ☐ Newspaper announcements
- ☐ Direct mailouts from Community Services
- ☐ Bulletins on campus
- ☐ Other (specify: _____)

53. To what extent to you attend Community Services events at the following colleges?

	Fre- quently 2	Occa- sionally 1	Never 0
Laney College	_____	_____	_____
Merritt College	_____	_____	_____
North Peralta College	_____	_____	_____
Chabot College	_____	_____	_____
Diablo Valley College	_____	_____	_____
Contra Costa College	_____	_____	_____

If you would like to be placed on the College of Alameda Community Services mailing list contact: Office of Community Services, College of Alameda.

III. PERSONAL COMMENTS

We invite you to use the space below to comment generally on your experiences at the College of Alameda.

UNIVERSITY OF CALIF.
LOS ANGELES

OCT 22 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES

Please fold this questionnaire so the prepaid return address shows, and seal with the attached label.

THANK YOU FOR YOUR COOPERATION.